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CITY DOCUMENTS

1862

Department of Public Instruction,

CITY OF CHICAGO.

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NINTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

FOR THE

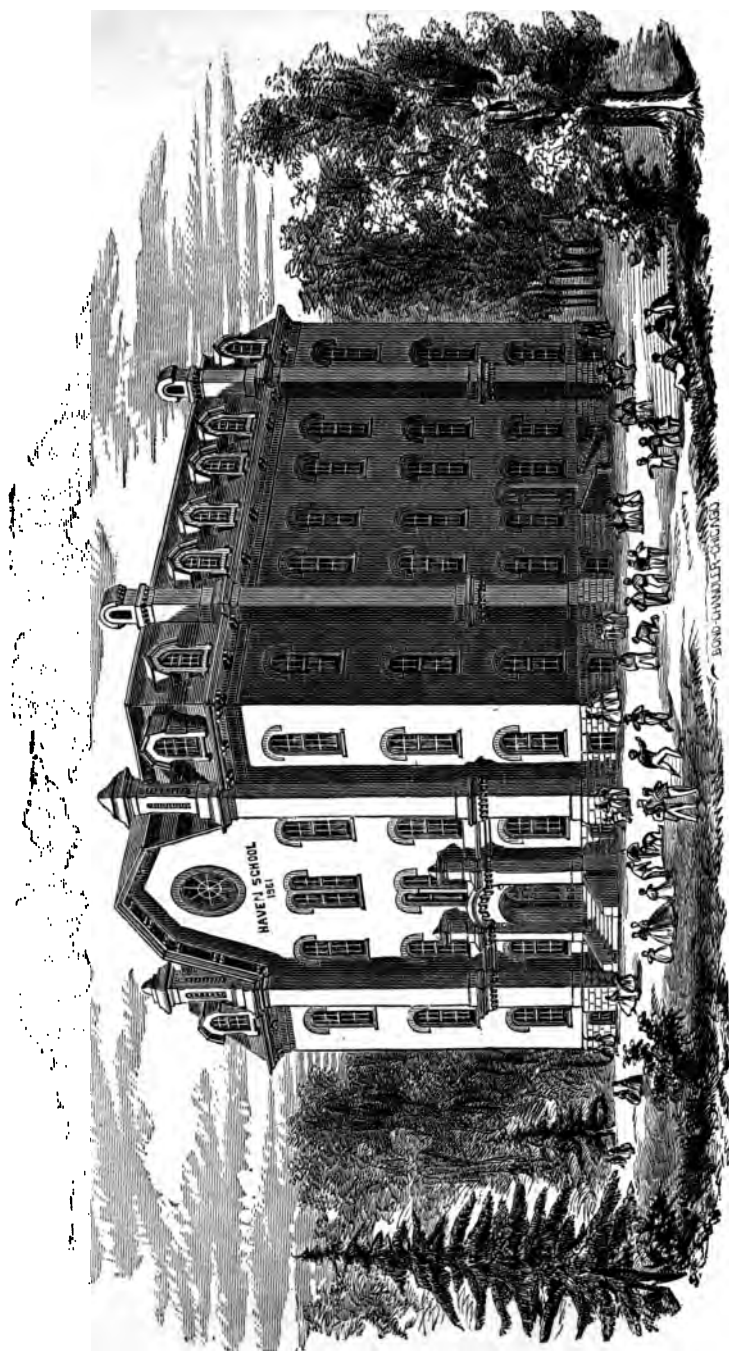
YEAR ENDING DECEMBER 31, 1862.

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CHICAGO:

EVENING JOURNAL BOOK AND JOB PRINT, 50 DEARBORN STREET.

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1863.

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1863.

## CITY OF CHICAGO.

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At a Meeting of the Board of Education, February 6th,  
1863, it was

*Ordered*, That seven thousand copies of the Annual Reports  
and the Rules of the Board be printed for distribution.

W. H. WELLS, *Secretary*.

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# BOARD OF EDUCATION.

OFFICE, 76 LA SALLE STREET, OPPOSITE THE COURT HOUSE.

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LUTHER HAVEN, PRESIDENT,

Custom House; h 18 Harrison Street.

FLAVEL MOSELEY,

Tremont House.

JOHN H. FOSTER,

No. 44 South Clark St.; h North Clark St., near city limits.

J. COLLINS WICKER,

No. 229 West Lake St.; h West Washington St., n Elizabeth.

PHILO CARPENTER,

No. 208 East Randolph St.; h 292 West Randolph Street.

HENRY T. STEELE,

No. 47 South Clark St.; h Calumet Av., n Rio Grande St.

JOHN WENTWORTH,

No. 45 La Salle Street; Tremont House.

LEVI B. TAFT,

No. 41 South Clark Street; h 334 West Monroe Street.

JAMES WARD,

No. 254 West Randolph Street.

CHRISTIAN WAHL,

No. 60 South Wells St.; h Michigan Av., n Monterey St.

WILLIAM H. RYDER,

No. 183 Michigan Avenue.

CHARLES N. HOLDEN,

No. 128 Lake St., up stairs; h n e cor Morgan and Monroe.

WALTER L. NEWBERRY,

No. 111 Kinzie St.; h 93 Rush Street.

JAMES W. SHEAHAN,

No. 82 Dearborn St.; h 87 South Green Street.

R. PRINDIVILLE,

No. 2 North Clark St.; h 809 Chicago Avenue.

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SUPERINTENDENT OF PUBLIC SCHOOLS,

W. H. WELLS,

Office, No 76 La Salle Street, opposite the Court House.





## REPORT OF THE PRESIDENT.

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*To the Board of Education of the City of Chicago:*

GENTLEMEN: Another of our school years has closed, and custom requires, and our constituents will expect a brief report of our doings.

The year just closed has been one of unexampled prosperity in our schools; harmony has reigned among all parties interested, and all appear to be actuated by the same laudable ambition, a desire to make *our* schools the model schools of the country. At no time has their progress been more satisfactory, or their usefulness been more apparent, than during the past year. Our teachers, with scarcely an exception, are laboring with untiring industry to perfect themselves in the system adopted by the Board, and in bringing their several rooms to as high a degree of perfection as is possible.

The plans of classification and of marking adopted by the Board, have had all the beneficial effects desired. The close and accurate classification of our pupils has placed so many of our teachers in such relations to each other, that comparisons of the progress of their several schools are perfectly fair and legitimate, while the system of marking exhibits the

proficiency of the pupils of each teacher, not only to the Board, but to all the teachers of our schools, creating thereby a healthy spirit of emulation, the effect of which is plainly visible in every school room in the city ; and although this plan is attended with some labor and expense, the advantages derived from it cannot be dispensed with, without serious detriment to teachers and to pupils.

My acquaintance with the public schools of Chicago commenced in the winter of 1851—twelve years since. From that time to this, I have occupied a seat in this Board. I shall then be excused if I report briefly, from my own personal knowledge, some of the changes which have taken place during that time, and the use that has been made of the funds so liberally supplied by our citizens. In 1851, there were but four public school buildings in the city. Those buildings accommodated less than 1,700 pupils. The Franklin and the Washington, one on the north and the other on the west side of the river, were erected that year, each with capacity to accommodate 340 pupils. In 1856, the Moseley was erected on the south side, and the Ogden on the north, accommodating 693 pupils each. In 1857, two more of the same capacity as the last were erected on the west side—the Brown and the Foster. In 1858, the Newberry was erected, seating 1,260 pupils, and in 1859, the Skinner, of the same size and character. The new and elegant school building on Wabash Avenue was completed during the past year, with a

capacity for 756 pupils. In addition to this building, five branches have been built, making an aggregate number of seats provided during the year just closed, of 2,420, nearly double the number furnished in any one preceding year. In 1857, the High School building was erected, with a capacity for 360 pupils; making a total number of seats provided for the children of this city, 10,995. In 1851, less than 1,700 pupils could be accommodated with seats in our schools—to-day, more than 11,000! It is proper here to say, that the buildings provided during this time have been of the most substantial character, so that now few cities can boast of more ample accommodations for those due at the school rooms, and few if any can equal us in the beauty of our houses, the completeness of their plans and furnishing, or in the thoroughness of their construction.

During the past year, the Board have expended the following sums in new buildings, furniture and improvements:

Haven School Building, Furniture, &c.....	\$22,787 64
New Branch Building of Scammon School, Furniture, &c...	2,927 54
“ “ Kinzie “ “ ...	4,656 04
“ “ Franklin “ “ ...	4,617 82
“ “ Washington “ “ ...	4,653 78
“ “ Foster “ “ ...	3,485 01
Introducing steam into Moseley School Building and enlarging chimney.....	2,365 68
Erecting boiler and removing boiler from basement of Ogden School Building.....	576 07
Putting up partition in Primary Room and other changes in Dearborn School Building.....	125 93
Putting up partition in Primary Room, Scammon School Building.....	87 25
Making an aggregate of.....	\$46,282 71

and, since 1851, a little over \$300,000, as is shown by the following tabular statement :

SCHOOL BUILDINGS.	When Erected.	Cost of Lots.	Cost of Building & Furniture.	No. of Seats.	REMARKS.
Franklin School.....	1851		\$6,380	340	Lots purchased with School Fund money.
Washington School....	1851	\$1,250	6,380	340	
Brown School. ....	1855	2,300	2,500	150	Frame building now occupied by School No. 12.
Foster School.....	1855	2,500	2,500	150	Frame building now occupied as a Branch.
High School .....	1856		50,000	360	Lots belong to School Fund.
Moseley School.....	1856	6,000	25,436	693	
Ogden School.....	1856	10,710	25,455	693	
Brown School.....	1857		23,100	693	
Foster School.....	1857		22,185	693	
Newberry School.....	1858	4,500	25,450	1260	Originally located cor Wab. Av. and Twelfth Street ; removed in 1862 to Jones School lot and enlarged.
Branch of Jones School	1858		3,000	230	
Skinner School.....	1859	9,500	31,560	1260	The buil'g prev. occup'd by Brown Sch. was remov'd in 1859 to this location.
No. Twelve School....	1859	2,152			
Haven School.....	1862	400	22,738	756	Difference in exchange of lots.
Branch Scammon Sch'l	1862		2,928	256	
"    Kinzie    "	1862		4,656	384	
"    Franklin  "	1862		4,618	384	
"    Washington "	1862		4,654	384	
"    Foster    "	1862		3,485	256	
Additional Accommodation in Attics of Dearborn and Jones Sch..				200	
Total.....		\$39,812	\$267,075	9482	

Total cost of School Lots purchased since 1850.....	\$ 39,812
"    "    Buildings erected since 1850, with furniture.....	267,075
Whole number of seats added since 1850.....	9,482
"    "    previous to 1850.....	1,670
"    "    at the present time.....	11,152

Our citizens have, with a unanimity and heartiness deserving all praise, taxed themselves to the full extent of the law, nearly every year, for the support

and maintenance of the schools. The financial and political troubles through which they have been called to pass during the past few years, have not been permitted to interfere with the onward progress and development of our school system, and I have yet to hear the first complaint, or the idea expressed that this tax was a burden, and ought to be abated.

With the large amount of school property now on our hands to care for, much of it perishable, and occupied by about ten thousand children, it is to be expected that repairs, changes, and improvements will constantly be demanded. Coal and wood for all of these buildings must be procured and properly cared for, the heating arrangements for so many and so large buildings require constant care and attention, for when out of order, as such things will be, we are endangering the health, if not the lives of our pupils, wasting fuel, and causing general complaint and dissatisfaction. This work has been done for years past by the present Chairman of the Committee on Buildings and Grounds, and the Superintendent. The Chairman of the Committee on Buildings and Grounds has devoted his time and his energies to this work with a faithfulness and a cheerful zeal that are beyond all praise, and that entitle him to the cordial thanks of this Board, and the gratitude of this community whom he has served so long and so well. Thousands of dollars, by his judicious care and attention, have been saved to the city, and our school buildings and grounds changed from the neglected,

dilapidated condition of former years, to the finished, tidy, and well-to-do appearance of to-day. It cannot be expected that men can be found, in years to come, to do this work gratuitously, and it ought not to be expected. Neither can the Superintendent devote to this work the time that is now required of him, without greatly neglecting his other duties. Our schools are now so large, and the number of teachers has so much increased, that the Superintendent, with all his industry, can find abundance of profitable employment in supervising the schools, instructing the teachers, and infusing into them something of his zeal and devotion in the great cause of public instruction. This is the office to which he was elected—the ordinance says, “to the organization, discipline, and instruction of public schools, to the end that all the children in this city who are instructed at the public schools, may obtain the best education which these schools are able to impart.” To this work the Board should confine him, and give to another the duty of superintending the workmen employed by the Board attending to the repairs, furnishing the supplies, and giving to the school property a general supervision, protecting it from waste or loss, under the general direction of the Committee on Buildings and Grounds and the Superintendent. I would respectfully commend this matter to the Board, and ask for it such action as its importance demands.

During the present winter, the Board authorized, as an experiment, the establishment of Evening

Schools for all such as desired to attend and could not attend the day schools. The committee appointed by the Board to make the necessary arrangements, selected the Dearborn school on Madison Street, as the most central location, appointed a corps of teachers and opened the school on the 17th of January. I am happy to report the experiment as an entire success. The rooms are well filled with orderly, earnest and sincere seekers after instruction, the average of attendance compares favorably with the day schools, and it is not too much to hope that many will here acquire such a love for learning as shall induce them to make great sacrifices for its attainment.

Constituted as this Board is, representing as it does all opinions and all shades of opinion in politics and religion, it has hitherto pursued the wise course of ignoring all questions except those intimately connected with the organization, discipline, and progress of our schools, and the furnishing of the requisite accommodations for the rapidly increasing numbers who are seeking the advantages of our school system.

By adopting this judicious course, harmony has prevailed to a very great extent in our own deliberations, the confidence of those whom we serve has been secured, and the hearty co-operation of *all* the parents and teachers in our plans for the advancement of the schools has been the result of this action on the part of the Board, and to it, in no small degree do we owe the confidence and just pride which are felt by those who contribute so willingly

and so liberally to their support, and which have added greatly to the position they occupy in the public estimation, as fountains of sound learning. May this ever be the case, and may the time never come when questions shall be introduced into this Board, the discussion of which shall leave behind bitterness of feeling, discord and alienation in our midst, to be transferred to those whom we serve, to produce strife and party spirit and division there.

Differences of opinion, honest differences of opinion, must and do exist on many of the great questions of the day, which now agitate the community; but *here* concessions must be made for the great cause for which we labor, and to secure the greatest good for the greatest number must ever be our aim and object.

While in many sections of our country, owing to the present national troubles, the educational interests have been called to suffer, it is gratifying to know, and should be a cause of devout thankfulness, that in our own city the public schools were never in a more healthy or prosperous condition, and each succeeding year furnishes fresh proofs of their incalculable benefits—commanding the respect, admiration and support of many of those, who, in former years, have stood aloof from their advantages.

LUTHER HAVEN,  
*President.*



## REPORT OF THE SUPERINTENDENT.

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*To the Board of Education of the City of Chicago :*

GENTLEMEN: Notwithstanding the peculiar condition of the country, and the excitements that have distracted the public mind, I feel justified in saying that the schools of Chicago have never been more prosperous than during the past year.

In my previous reports, I have had frequent occasion to speak of the disparity that existed in the standard of instruction in the different departments. The greatest deficiencies have been found in the Primary Schools; but the character of the instruction in these schools has been constantly improving, especially during the last two years, and I take great pleasure in reporting that the Primary Schools are now as well taught as the Grammar Schools. If I rightly judge, the success of the different departments,—the High School, the Grammar Schools, and the Primary Schools—is now more nearly equal, than at any previous time during my connection with the schools of the city. This is as it should be. Neither department should be made more prominent than the others, but all should receive equal attention, and rise

to the same standard of excellence, as parts of one symmetrical whole.

#### THE TEACHERS.

The teachers of Chicago are emphatically working teachers. A variety of influences have combined to excite a healthy emulation among the different schools, and the different teachers of the same school; and with very few exceptions, the teachers are devoting their time faithfully and laboriously to the interests of the pupils committed to their care.

The annual written examination of the classes in the Grammar department, in which all the pupils of the same grade are examined on the same questions, is a searching test of every teacher's work, and the salutary influence of this examination is now felt during every term of the year.

Another strong stimulus to effort, is the desire of each school to furnish the greatest possible number of successful candidates for admission to the High school.

Another agency is the practice of exchanging visits at the different schools once each term, which brings the methods of different teachers into frequent comparison.

Still another important agency in stimulating the teachers to put forth their best efforts, is the full and definite outline of the course of study assigned to each grade, affording a clear and reliable standard by

which every teacher's work may at all times be tested.

In several of the largest schools, the lower classes are arranged in parallel divisions of the same grades so that half of the pupils who enter school pass under the instruction of one set of teachers, and half under the instruction of another parallel set, the two classes of pupils coming together in one of the upper divisions. A generous rivalry between these two lines of teachers is inevitable, and thus far I have witnessed only the best results from this arrangement. In the Skinner school this parallelism is carried through all the grades up to the Master's division.

The practice of calling on classes for written reviews, written abstracts, etc., has increased in the schools at least four-fold during the last four years, and a very large portion of these written exercises are carefully examined by the teachers out of school hours.

Among the strongest incentives to increased effort on the part of the teachers, may also be mentioned the outline of oral instruction introduced in our present course of study. These oral lessons embrace a wide range of practical subjects, and require careful preparation on the part of the teachers. Most of the teachers have become so much interested in this oral course, that they have devoted a large amount of time to it out of school hours, writing out abstracts on the different subjects, and otherwise preparing themselves to interest and instruct their classes.

But over and above all these influences, is a strong and growing purpose with a large portion of our teachers, to rise to the first rank in their profession. This laudable ambition is possessed in a very marked degree by most of the Principals, and no effort is spared by them to improve the condition of their schools. Nor is this spirit confined to the upper divisions. Some of the most marked examples of improvement and of peculiar tact in teaching, are to be found among the teachers of the ninth and tenth grades of pupils. I am happy, also, to be able to report a large number of the Normal graduates as embraced in this class.

As the result of all these combined influences, the most of our teachers labor more earnestly and devotedly than any other class of teachers I have ever known. I express myself more strongly on this point than I have in any previous report, because I believe the teachers are more fully entitled to this commendation than at any previous time.

#### PROFESSIONAL IMPROVEMENT OF TEACHERS.

*Teachers' Meetings.*—The Monthly Institutes of Teachers have been held during the year, in accordance with the rules of the Board, and the attendance of the teachers has, in most cases, been regular and prompt. The time has been occupied with model exercises of classes from the different schools, drill exercises of classes composed of teachers, reading the Chicago Teacher, conducted by the ladies, lectures, discussions, and remarks by the Superintendent.

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The number of teachers is now so much increased that it is found impracticable to introduce drill exercises in any portion of the course of study, that will be equally profitable to all. Teachers of the first and second grade classes have no special interest in exercises adapted to the ninth and tenth grade classes, and *vice versa*. To remedy this evil, we have adopted the plan of having the general exercises of the Institute during the first part of the forenoon, with all the teachers together, and dividing the Institute into five sections during the last hour for drill exercises and discussions adapted to the wants of the several sections. Teachers of the first and second grade classes constitute the first section; those of the third and fourth grade classes, the second section, and so on through all the grades. Each section, embracing two grades of the course, has one or more drill exercises every month. By this arrangement, we have five exercises going forward simultaneously, and the teachers of each section take up only those subjects in which they are particularly interested.

The management of the Institute has been left by the Board in the hands of the Superintendent, and it has been my uniform practice to invite a committee of the teachers to aid me in arranging the successive programmes of exercises. In most other cities, the programme of exercises is always prepared by the Superintendent. This is a safeguard against the introduction of discussions upon the policy and

measures of the Board of Education, and other irrelevant topics. Except in the matter of attendance, the course I have adopted has given to the Institute much of the freedom of a voluntary association, and thus far I have found very few evils resulting from it. I do not recollect a single instance during the past year in which the committee have desired to introduce a subject for discussion that I did not approve.

The teachers have performed cheerfully the parts assigned them, and the interest of the meetings has been well sustained through the year.

The advantages resulting from frequent meetings of teachers, especially in cities and larger towns, are now generally admitted, and every teacher who is desirous of advancing in his profession, finds that he can derive important aid from a careful comparison of his own views and methods with those of other teachers. But notwithstanding this general agreement of opinion respecting the value and importance of Teachers' Institutes, there is still very great diversity of practice in different cities and towns respecting the frequency or infrequency of holding them, the manner in which they are conducted, and the voluntary or involuntary character of the attendance.

For the purpose of ascertaining the opinions of prominent educators on this subject, and the practice of different cities, I recently sent out letters of enquiry to nearly all the principal cities of the Northern

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States. The answers received from over one hundred different towns, have put me in possession of very full and satisfactory information on all the points to which I have alluded. The following is a condensed summary of the results:

1. In most of the cities of the Western States, the engagements with teachers are made with the express understanding that they shall attend Institutes for professional improvement as often as once a month. These meetings are usually held on Saturdays, and the sessions are from two to three hours in length. In most cases, an account is kept of the attendance of the teachers, and absences from the Institutes are regarded the same as absences from any of the regular sessions of the schools. In many Western cities, more than one half of the whole number, the Institutes are held as often as twice in a month; and in as many as ten or twelve cities, every week.

In more than half of the cities of the Middle States, the teachers are required to attend Institutes as often as once a month, but this practice, except in Pennsylvania,\* is not so general in the Middle as in the Western States.

In the New England States, there is not one city in ten in which the rules of the School Directors require the teachers to hold meetings for professional improvement so often as once a month, and in most

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\* See page 24.

Eastern cities, the Directors have no rule on this subject.\*

2. Another means of improving the qualifications of teachers, is the organization of Saturday Normal Classes, which all teachers of limited experience, or those holding certificates below the first grade, are expected to attend.†

In some cities, attendance at the Normal Classes is optional with the teachers, and in others it is required by the rules of the Directors.

\* The following classified list embraces most of the cities which belong to either of the divisions described above:

*Attendance at Institutes required once a month.*—Buffalo, N. Y.; Cincinnati, virtually, and Columbus, O.; Detroit, Mich.; Louisville, Ky.; Evansville, Ind.; Chicago, Springfield, Warsaw, and Alton, Ill.; St. Louis, Mo.; St. Paul, Minn.

*Attendance required once in two weeks.*—Brattleboro', Vt.; Norwich, Conn.; Rochester and Syracuse, N. Y.; Mansfield, Norwalk, Toledo, and Zanesville, O.; Grand Rapids, Ann Arbor, Kalamazoo, and Adrian, Mich.; Indianapolis and New Albany, Ind.; Peoria, Quincy, Galena, and Galesburg, Ill.; Kenosha, Wis.; Dubuque, Iowa.

*Attendance required once a week.*—Oswego, two terms in a year, Elmira, two terms in a year, and Schenectady, N. Y.; Sandusky, O.; Fort Wayne, Ind.; Newport, Ky.; Rock Island, Ill.; Davenport, Iowa; Racine, Madison, Janesville, and Sheboygan, Wis.

*No rule requiring attendance as often as once a month.*—Portland, Bangor, Brunswick, Bath, Me.; Manchester, Concord, Nashua, Portsmouth, N. H.; Burlington, Vt.; Boston, Charlestown, Lowell, Cambridge, Lawrence, Roxbury, Salem, Newburyport, New Bedford, Gloucester, Worcester, Fall River, Mass.; Hartford, New Haven, New London, Conn.; Providence, Bristol, Newport, R. I.; New York, Brooklyn, Troy, Albany, Utica, N. Y.; Philadelphia, Penn.; Baltimore, Md.; Wilmington, Del.; Cleveland and Dayton, O.; Dixon, Ill.; Des Moines, Iowa City, Cedar Rapids, Muscatine, Iowa; Minneapolis, Minn.

Returns have been received from about twenty cities not embraced in the foregoing classes. Some of these are included in the list of cities requiring Saturday Normal Classes, some are governed by the special law of Pennsylvania, and in others the teachers are called together at irregular intervals.

† Schools of this description have been established in New York, Brooklyn, and Buffalo, N. Y.; Concord, N. H.; Newark and Patterson, N. J.; Bloomington, Ill.; Baltimore, Cincinnati, St. Louis, San Francisco, and a few other cities. In St. Louis, New York, Brooklyn, and Concord, these schools have, for various reasons, been either suspended temporarily, or entirely abandoned.



In a few cases, the weekly Normal Classes are designed to benefit both the assistants already employed in the schools, and the candidates for situations in them. In Baltimore, no applicant is eligible to an appointment as assistant teacher, till she has first attended at least twenty-six sessions of the Normal Class.

The labors of the faithful teacher are sufficiently exhausting, without the additional effort of preparing several lessons to be recited at the close of every week, and the time required to attend the weekly Normal Class during a series of terms or years, is greatly needed for healthful relaxation and exercise. While, therefore, I take pleasure in reporting the increased attention that is given to monthly and semi-monthly Institutes of Teachers, I must be allowed to express the opinion, that weekly Normal Classes of Teachers can never meet with general favor among judicious friends of education.

3. Voluntary associations of teachers for purposes of professional improvement, have generally failed to accomplish the object sought.\* The testimony on this point is abundant and unequivocal. There are few cities in which these associations secure the constant attendance of even half the number of teachers connected with the schools; and most of the voluntary associations that have maintained a permanent existence, have been composed chiefly of Masters and

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\* "Voluntary associations have proved a failure all over the country."—*Ira Dicotl, Supt. of Schools, St. Louis.*

teachers of the higher grades, and have failed to reach and benefit the great body of Grammar and Primary assistants.\*

4. The numerous letters received from different portions of the country, afford the fullest evidence of a growing interest in the professional improvement of teachers; and in several instances, the more active and progressive teachers have themselves requested the Directors to establish Institutes, which all the teachers should be required to attend.†

In cities where Teachers' Institutes are established by order of the School Directors, the best teachers are generally the most ready to attend, and the most interested in the exercises; while those who really need them most are usually the first to complain that they are burdensome, uninteresting, and profitless.

*Impediments.*—The greatest obstacle to the success of Teachers' Institutes, is found in the feeling which still prevails to a considerable extent, that they

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\* Notwithstanding voluntary associations have essentially failed to accomplish the great object for which Institutes are established—the professional improvement of all classes of teachers—they are not, by any means, to be regarded as fruitless or unimportant. The social advantages resulting from them can hardly be over-estimated; and with the particular classes of teachers embraced in them, they are also doing much to aid in introducing improved methods of instruction.

† As early as 1859, the following resolutions were offered at the annual meeting of the Ohio State Teachers' Association; and though several objections were made to them by different teachers, they were adopted by the Association:

“*Resolved*, That the true teacher, wherever found, will hail with joy any means adapted to enhance his efficiency and power, and will make any reasonable sacrifice to avail himself of them.

“That the Teachers' Meeting is pre-eminently adapted to his wants in this respect.

“That Boards of Education should furnish to all teachers under their control, the facilities necessary to organize and vigorously sustain such an association.

“That whenever practicable, such Board should require their teachers to hold such a meeting steadily, and allow no excuse for absence, which would not be valid for absence from their respective schools.”

encroach upon the time that properly belongs to the teachers. No effort should be spared to remove this impression, and secure the cheerful attendance of the teachers upon the meetings, and their hearty interest in them. The first and most important measure to be adopted, is to have a full and definite understanding, that all engagements with teachers include attendance upon the Institutes and an active participation in their exercises; and that absence from one of these meetings is quite as important a neglect of duty as absence from school during any of the regular sessions. Another means of securing this object would be the establishment of uniformity in the practice of different cities. If the custom of devoting a certain number of hours in a month to exercises for mutual improvement was universal, no teacher would think of objecting to it. We are not to expect that this uniformity will be secured at once, but the practice of exchanging school reports, which is every year increasing, is already exerting a manifest influence in this direction.

Another important agency in giving character and value to Institutes, and rendering them attractive to teachers, is the frequent attendance of members of the School Board. If each member of the Board, in this and other cities, would spend but two or three hours in the year at these meetings, it would do very much to encourage the teachers, and stimulate them to put forth their best efforts to render the exercises interesting and profitable.

I will only add, that it is essential to the interest and value of Institutes, that as many of the teachers as practicable should have something to do. It is those who sit as passive listeners, or in passive listlessness, that are not interested and not benefitted. Practical drill exercises, on some subject connected with the daily routine of the school room, and in which all the teachers are expected to take a part, should form a part of the programme of every Teachers' Institute.

*State Action in regard to Institutes.*—In the State of Pennsylvania, an Act was passed the last session of the Legislature, requiring all the teachers of the public schools to devote two Saturdays of each month to exercises or institutes for their mutual improvement.

The same Act requires that "twenty-two days shall be held to be the common school month in all contracts with teachers, and other operations of Board of Directors or Controllers, in reference to the term of instruction in the schools;" twenty days to be devoted to the instruction of the schools, and two days to meetings of teachers. The Hon. Thomas H. Burrowes, State Superintendent of Common Schools, remarks in connection with this law, "The District \* Institute is now as clearly a part of the machinery of the Common School System, as the school itself; and it is the duty of Directors to provide for its meetings, and of teachers to attend and profit by them."

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\* In the State of Pennsylvania, every city and every township constitutes a school district.

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The Pennsylvania law was passed in April, 1862, and the reports already received by the State Superintendent from most of the counties, represent the system as working very successfully, especially in the larger towns. Its operation will be watched with much interest in all the Northern States.

*Teachers' Meetings in School Hours.*—There is another form of Teachers' Meetings to which I desire to allude. In Boston \* and Chicago, and a few other cities, the Superintendents are authorized to call occasional meetings of certain classes of teachers in school hours, for the purpose of discussing methods of instruction and discipline. In most cases, the teachers that are called together for this purpose, dismiss their divisions for the half day; but a single division or class is sometimes retained for purposes of experimental instruction.

In our own city, the meetings which I have held of this kind, have been highly interesting and profitable; but they have subjected the schools to considerable derangement, and I have called only two of them during the last year. In Boston, the Superintendent has no other opportunity to see all the teachers, and there is hence a greater necessity for meetings of this kind.

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\* The following is the rule of the Boston School Committee:

"The Superintendent shall advise the teachers on the best methods of instruction and discipline, and, to illustrate these methods in respect to Primary Schools, he shall hold occasional meetings of the teachers of the schools, and have authority to dismiss the Primary Schools at such time as he shall deem advisable, not exceeding one half day in each quarter. He has authority, also, to dismiss the Grammar Schools, not exceeding one half day in each half year, for the purpose of holding meetings of the teachers of these schools."

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*Meetings at the several Schools.*—In some cities, all the teachers of each school are called together by the Principal once a week, for the purpose of conferring together respecting the general interests of the school. These meetings usually occupy from half an hour to an hour, and are held at the close of the regular school sessions, or at such other time in the day as is found most convenient.

The teachers of the High School have a regular weekly meeting, which has been sustained from the organization of the school to the present time.

In this city the rules of the Board authorize the Principals of the District Schools to call such meetings in their respective schools, but I regret to say, the practice is not generally observed. The principal obstacle to their success is the difficulty of finding any time out of school hours when all the teachers can conveniently attend.

I have an abiding conviction that these meetings may be made to exert a highly beneficial influence; and I would respectfully recommend that a rule be adopted requiring each of the Principals to dismiss his school an hour before the usual time of closing, one day in a week, for the purpose of holding a meeting of the teachers, to discuss methods of instruction and discipline and confer together respecting the general interests of the school.\*

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\* The following statement, by the Superintendent of Schools in Cincinnati, explains the practice that now prevails in that city :

"In most of the houses, the Principals assemble their respective teachers, before or after school hours, as may be most convenient, and they discuss matters pertaining to their particular schools. These meetings are held once a week, the Principal presiding and directing. They are cheerfully attended, and all seem deeply interested."

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*Visiting by Teachers.*—Of all the different means that are adopted by teachers, for their professional improvement, none is more important than the practice of exchanging visits during school hours. By one of the rules of the Board, each teacher is allowed one-half day in a term for this purpose, and the schools are greatly benefitted by the opportunity thus afforded to observe and compare the different methods of instruction and discipline adopted by different teachers.

*Reference Library for Teachers.*—About two years since, the Board appropriated the sum of fifty dollars to procure a small Library of educational works for the use of the teachers. This Library is kept at the office of the Board, and is accessible to all the teachers whenever the office is open. The number of volumes is necessarily quite limited, and no provision has been made for the addition of new educational works as they appear. I am exceedingly desirous that every inducement should be given to the teachers to prepare themselves thoroughly for their duties, and beg leave to recommend that the sum of twenty-five dollars a year be appropriated to increase this Library.

*Improvement and Deterioration of Teachers.*—I have dwelt somewhat at length upon the *professional improvement of teachers*, because I regard it as vital to the well being of our schools, and because we still have a few teachers who do not appreciate its importance. I am happy, however, to be able to report a

very decided improvement in this respect during the last two or three years. Works of fashionable literature have become less common on the teachers' desks than heretofore, and in their places are found books relating to oral instruction, and other educational works. I am also informed that the Illinois Teacher has, at the present time, a greater number of subscribers among the teachers of the city than ever before.

Experience in teaching is not always accompanied by improvement and increased success. While it is due to the assistants who have been longest employed in our schools, to say, that there are among them some of the best teachers in the city, it is also due to the younger teachers to say, that the assistants having less than three years' experience in the schools furnish as large a proportion of the most successful teachers as those having more than three years' experience. This is accounted for in part by the large accessions of trained teachers that have been received from the Normal School during the last three years, and in part by a lack of effort that is shown by a few of the teachers, who do not appear to feel that further improvement is necessary. In conducting successive classes over nearly the same ground, from year to year, teachers are in danger of losing their interest in the exercises, and falling unconsciously below their own previous standard. This deterioration can only be avoided by constant and untiring watchfulness and effort. In all cases where this effort is faithfully



and earnestly continued, the teachers continue to improve as long as they remain in the schools.\*

#### CARE OF BUILDINGS AND GROUNDS.

The number of schools is now so much increased, that a considerable portion of my time is consumed in attending to the condition of the buildings and grounds, the various supplies, employment of janitors, etc. I have often been obliged to give my time to these matters when it was greatly needed in discharging other duties of pressing importance to the schools. It would not have been possible for me to continue this charge during the past year, if I had not been greatly relieved by the indefatigable labors and the judicious counsel of the Chairman of the Committee on Buildings and Grounds, who has often taken the special charge of the workmen employed by the Board, devoting more than half of his time, without compensation, during many weeks of the year.

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\* As there are two extremes in the qualifications of teachers in every city, I desire to introduce an extract from a Special Report recently presented by the Committee on the Qualifications of Teachers in the city of Providence. It will serve as a mirror of encouragement to those who find themselves embraced in the description of the true teacher, and as a mirror of admonition to those who find in themselves any of the defects here enumerated.

"The chief cause of the difference in the rank of schools of the same grade, in the opinion of the committee, is to be found in the modes of teaching and governing the schools, and in the spirit, energy and fidelity, with which they are conducted. One teacher strives to arrest the attention of the pupil, and hold it to a single subject, till it is thoroughly mastered; another is apparently satisfied with the mere form of acquisition. The one goes further, not only mastering the subject, but securing it permanently by pains-taking and careful reviews; another leaves what has been partially conquered to the chances of a distant future, when all has faded from the memory. One holds the pupil to a strict responsibility for the accomplishment of a reasonable task; another indulges him in careless and listless habits of study, and supplies the lack by ill-judged and oft-repeated aid. The one cultivates, thus, in his pupils, the habit of self-reliance, while the other enfeebles and demoralizes his whole school. Equally great is the difference in the spirit and fidelity with which the teachers perform their daily labor. One gives the impression to the pupils that they are engaged in earnest life-work, while the other leaves upon their minds the impression that the hour of dismissal is the most delightful hour of the whole day. An energetic, spirited and faithful teacher, will have a school of corresponding character. It is not therefore unjust to judge of a school by its spirit."

My predecessor in office was so deeply impressed with the importance of having this office relieved of the care of the buildings and grounds, and the furnishing of general supplies, that on retiring from the office he made a special recommendation to this effect.

As these labors are now very much increased, and as it must be obvious to the Board that serious damage and loss will of necessity result from a want of constant and careful attention to the school property, and especially as the time of the Superintendent is greatly broken up by these calls, when it is needed to attend to the internal management and instruction of the schools, I beg leave to inquire whether the time has not arrived when it will be economy for the Board to employ a competent agent, who shall devote his whole time to the special care of the buildings and grounds, the direction of the workmen employed by the Board, the employment of janitors, and the purchase and distribution of supplies.

If the Board should see fit to employ a Building and Supply Agent, I should still expect to exercise a general oversight of the buildings and grounds, and co-operate at all times with the agent, but the special responsibility of attending to the repairs, supplies, janitors, etc., would rest upon him.

#### SCHOOL ACCOMMODATIONS.

The increase of accommodations for pupils, during the past year, has been greater than during any previous year in the history of the city.

The Haven School Building which was opened in September, has seats for seven hundred and fifty-six pupils.

The new Branch of the Scammon School, which was opened in May, has seats for two hundred and fifty-six pupils.

Each of the new Branches of the Kinzie, Franklin, and Washington Schools, has seats for three hundred and eighty-four pupils; and the new Branch of the Foster School has seats for two hundred and fifty-six pupils. Whole increase of seats during the year, two thousand four hundred and twenty.

The Haven School building, which was planned by G. P. Randall, Esq., is a beautiful specimen of school architecture, and in the arrangement and proportion of the rooms, ward-robres, halls, stairs, and outlets, in its special adaptation to the wants of a large public school, it is safe to say that this house is not surpassed by any school building in the country. It is well heated by steam-pipes placed around the walls of the different rooms.

Each of the school rooms is provided with two large ventiducts, but unfortunately, in most of the rooms, the registers opening into them, are about three times as large at the top of the rooms as at the bottom, thus allowing more warm air than cold to escape. This error is of less consequence in a room heated by steam-pipes, than in one heated by the injection of hot air, but even here it is better, under ordinary circumstances, to take at least half of the air from the bottom of

the room, where it is much colder than at the top, and where it is usually quite as impure.\*

The Haven School building was dedicated with appropriate services, on the twentieth of September. The Rev. W. H. Ryder, Committee on the Haven School, presided on this occasion, and addresses were made by Luther Haven, Esq., President of the Board of Education, James Ward, Esq., Chairman of the Committee on Buildings and Grounds, S. S. Hayes, Esq., City Comptroller, Hon. Newton Bateman, State Superintendent of Public Instruction, the Principal of the school, and the Superintendent.

The great problem of furnishing accommodations for the annual increase of pupils in the schools, is still unsolved. It is true that the increase of accommodations during the past year, has been greater than the increase of scholars ; but these houses have been erected from the resources of the last three years, and by anticipating in part the income of the next year. We are left without the means for erecting a school building in 1863, except, perhaps, a small branch house ; and yet, at the present rate of increase, there will be an addition of more than a thousand children to the number now attending school, before the close of the year.

Any one who will take the trouble to examine the present and prospective resources of the School Tax

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\* A particular description of the Haven School Building, will be found in the Appendix.

Fund, as limited by the city charter, and of the School Fund, and compare the result with the present and prospective expenditures for the support of schools, will see that we cannot possibly maintain the schools from the avails of these funds, and continue to erect a sufficient number of school buildings to accommodate the rapidly increasing number of children that present themselves for admission. Are we to infer from this that we are living beyond our income? By no means. The average permanent investments of the Board, during the last seven years, added to the estimated rent of the school buildings previously owned by the city, amount to fifteen or twenty thousand dollars more for each year, than the sum required to rent perpetual accommodations for the average number of children attending school during this period. In other words, we have paid all our own expenses and fifteen or twenty thousand dollars a year for those who are to enjoy the use of the buildings in years to come. This is manifestly unjust, both to ourselves and to our children; and I cannot but feel that an imperative duty is imposed on us, to devise some means by which this expenditure may be more equally distributed. I can conceive of only one way in which this object can be accomplished, and that is, to ask the Legislature of the State for authority to issue bonds for such an amount as may be necessary to aid the School Tax Fund in erecting the buildings that are required for immediate use, leaving it for those who share with us

in their use, to share also in the expense of erecting them.

I am aware that this measure is unpopular, and I know full well that it is open to serious objections. The Board may not think it even worth considering at the present time ; but delay will not dispose of the practical difficulty that presses upon us, and that must soon be met and overcome in some way.

During the next eighteen months, I see no escape from falling back upon hired branch rooms, in Mission School buildings, church basements, etc., for the accommodation, or rather *mal-accommodation* of more than a thousand children, unless we can obtain the aid that I have suggested. Beyond this period I will not attempt to penetrate.

I have no desire to press this measure if it can be avoided ; but if I am correct in my position, that the most economical expenditure of our present and prospective income will soon leave thousands of children destitute of school accommodations, I trust the Board will at least appoint a committee to consider the subject, and embody the result of their investigations in a formal report.

#### HEATING.

The Committee on Buildings and Grounds have introduced the steam heating apparatus of Messrs. Crane & Brothers in the Haven and Moseley School buildings during the past year, and it is now working very successfully in both of these houses. The

boilers employed are of low pressure, using only from ten to twenty pounds of steam. The boilers employed in the other school buildings heated by steam, carry from thirty to fifty pounds of steam.

Guided by the experience of previous trials, the committee have employed about five feet of three-quarter inch radiating pipe for every 100 cubic feet of space in the rooms to be warmed.\*

Some improvement has also been made in the buildings heated by stoves. One of the principal objections to the use of the common stove, is the unequal temperature of the different portions of the room. Children sitting near the stove are often obliged to endure a temperature of 75° or 80°, while those more remote are exposed to a temperature of only 50° or 60°.

As none of the different furnace stoves we could obtain seemed exactly adapted to our wants, we have had cylinders of sheet iron made to drop down around the common cylinder stoves, so as to leave a space of about three inches all around between this outside cylinder and the stove. The cylinder has an opening in front of the feed door, and it is raised on legs high enough to carry the bottom clear of the ash door. As the space between the stove and the cylinder is open at both top and bottom, the heated air in it ascends rapidly and constantly, and then diffuses itself in all directions, to take the place of the cold

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\* For a particular description of this low pressure steam heating apparatus, see Appendix.

air that is constantly drawn in at the bottom. In this way, a considerable portion of the heat that would otherwise be radiated from the stove to the space immediately around it, is distributed in all parts of the room.

#### FURNITURE.

Heretofore we have been obliged to go abroad for the furniture employed in our school buildings, because we were not able to obtain furniture of the same quality in Chicago, without paying a higher price for it. I am happy to be able to report, that all the seats and desks supplied to the Haven School building and the new branch buildings, have been made in Chicago. The price paid has been considerably less than the price of Eastern furniture, while the quality of the work, so far as it has been tested, is found to compare favorably with that of the best Eastern manufacturers. The Haven School has been furnished with single seats and desks, by Messrs. F. R. Miller & Co.; and the new branches have been furnished with double seats and desks, by several different contractors.

#### BLACK-BOARD PAINT.

We have continued our experiments in painting black-boards during the past year, and with the aid of an experienced and skillful painter, have made some improvements upon the recipe embodied in my last report. The materials are substantially the same that were employed before, but we find



that by re-grinding the pumice stone, a much smoother surface is given to the black-board without impairing its hold upon the crayon. The paint we now employ gives a better surface than any we have been able to obtain before, and supercedes entirely the necessity of making new black-boards, by mixing paint ingredients in the hard finish of the walls.\*

HEAD ASSISTANTS. — GENERAL SUPERVISION BY PRINCIPALS.

*Head Assistants* are now employed in five of the schools, and extra teachers, discharging all the duties of Head Assistants, are employed in seven schools.

The first and most important duty of the Head Assistant, is to take charge of the Master's division

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\* *Black-Board Paint.*—To make one gallon of the paint, take 10 oz. pulverized pumice stone, 6 oz. pulverized rotten stone,  $\frac{1}{4}$  lb. of lampblack, and mix them with alcohol enough to make a thick paste. Grind the mixture very thoroughly in a paint mill. Then dissolve about 14 oz. of shellac in the remainder of the gallon of alcohol. Now stir the whole together and the paint is ready for use.

In mixing the paint, a sufficient quantity of shellac should be employed to prevent the lampblack from rubbing off when the boards are used. If the quality is good, 14 oz. will be found sufficient.

When practicable, the work should be done by an experienced painter.

When using the paint, it should be stirred often enough to prevent the pumice stone from settling.

In putting on the second coat, special care should be taken not to rub up the first coat.

In painting for the first time, two or three coats are required; in re-painting, only one or two coats.

One gallon of the paint will furnish two coats for 60 or 70 square yards of black-board, on walls not previously painted.

The surface of a plaster wall that is to be painted for the first time, may be somewhat improved by putting on a coat of strong glue sizing, prepared by boiling about a pound of glue in a gallon of rain water. Stir in also, three or four ounces of lampblack, and let the sizing be put on hot.

during a considerable portion of the day, for the purpose of affording him an opportunity to visit all the other rooms, examine the different classes, attend to the classification of pupils, and their promotion from one grade to another, conduct model exercises for the benefit of the assistants, and exercise a careful supervision over the discipline and instruction of the school in all its departments. In most of the schools the Principal is thus relieved from the care and instruction of his own division about one half of the day.

There have been some instances in which the Principal has spent a considerable portion of this time in hearing extra recitations in his own division, instead of devoting it to the general wants of the school. It is undoubtedly very beneficial to the Master's division, to have a greater amount of instruction than the labors of one teacher through the day, but it is a misappropriation of the time thus furnished to the Principal, and does great injustice to the other divisions, that are entitled to their full share of his attention when he is relieved from the care of his own room by the Head Assistant.

The other principal duty of the Head Assistant, is to collect and enter the general records of admissions and discharges, absences, tardinesses, etc., under the general direction of the Principal. This duty usually occupies from one hour to one hour and a half a day. The remainder of the time is devoted

to the examination of compositions, written abstracts and reviews, and other general duties.

In Cincinnati, the Principals are relieved entirely from the charge of particular divisions or classes, and devote all their time to the general interests of the schools, including, however, the care of the general records, which are here mostly kept by the Head Assistants. In Boston, the duties of Principals and Head Assistants are similar to those of our own schools.

I have no hesitation in saying, that the employment of Head Assistants has been one of the most successful measures yet adopted by the Board to elevate the character of our schools. Indeed it would be impossible, in all the larger schools, to secure a satisfactory and uniform system of classification and instruction, without the special supervision by the Principals which we now secure.

As the labors of most of the extra teachers who are discharging the duties of Head Assistants, are just as arduous and responsible as those of the Head Assistants proper, I may be allowed to express the hope that the Board will soon confer the title of Head Assistant upon all the extra teachers, so that there may be no difference in name and rank, where there is none in labor and responsibility.

#### EXAMINATIONS.

*Admission to the High School.*—The annual examination of candidates for admission to the High

School, has not only accomplished all it was designed to accomplish in stimulating the pupils of the District Schools to increased assiduity in the prosecution of their studies, but its influence in many cases is felt to such an extent as to task the pupils far beyond their physical strength. The circumstances of the several schools are so widely different from one another, that this examination is at best a very unreliable test of the relative standing of the different Grammar Schools, and it is to be hoped that less importance will hereafter be attached to this examination, and more to the annual examination of the Grammar divisions.

*Annual Examination of the Grammar Divisions.—*

At the close of the last Winter term, the second, third, and fourth grades of all the District Schools were subjected to a thorough written examination. The same printed questions were given at the same time to all the pupils of each grade, and all were allowed the same amount of time to write out their answers.

As the conditions of promotion from one grade to another are the same in all the schools, this examination furnishes a much more reliable test of the relative standing of the different schools, than the examination of candidates for admission to the High School. It has, moreover, this special advantage, that pupils may be prepared for it with any degree of thoroughness without tasking them beyond their strength. In preparing pupils for the High School,

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the question is, how many can become qualified for admission in a given time. In preparing pupils for the annual examination of the Grammar divisions, teachers are not limited in time. Here, then, pupils may obtain a very high rank, without any necessity for excessive application.

The table on the following page shows the results of the last examination, on a scale of one hundred. In comparing the different schools, as here exhibited, it is obvious that some allowance should be made for various modifying circumstances. In some of the schools, classes had been in particular grades longer than corresponding classes in other schools; but this difference was provided for, in part, by giving the pupils of each grade a choice between the questions prepared for that grade and those prepared for the grade next below. The natural tendency is to crowd pupils forward from one grade to another too fast, an evil which this annual examination will have a tendency to correct.

## EXAMINATION OF GRAMMAR DIVISIONS.

SCHOOLS.	DIVISIONS.	No. of Pupils Examined.	Grade of Pupils.	Grade of Questions.	AVERAGE IN EACH STUDY.							GENERAL AVERAGE.		
					Arithmetic.	Geography.	Oral Instruction.	Language.	Spelling.	Penmanship.	Punctuation and Capitals.	2d Grade Pupils.	3rd Grade Pupils.	4th Grade Pupils.
Dearborn...	First	44	2d	2d	32	51	56	80	67	76	70	61		
"	Second	58	3d	3d	27	63	63	83	69	79			65	
"	Third	55	4th	4th	33	56	57	94	75	89				68
"	Fourth	29	4th	5th	37	53	95	58	75	92				68
Jones.....	First	27	2d	2d	36	69	59	89	87	91	70	71		
"	Second	54	3d	3da4h	45	74	79	92	75	86			75	
"	Third	44	4th	4th	45	78	78	85	83	84				75
Scammon...	First	50	2d	2da3d	35	64	51	85	70	80	68	61		
"	Second	64	3d	4th	45	45	60	78	61	67			54	
"	Third	55	4th	4ha5h	31	50	53	64	61	79				56
Kinzie.....	First	17	2d	3d	51	85	77	93	86	82	82	79		
"	Second	26	2d	3d	28	70	61	80	58	67	63	60		
"	Third	29	3d	4th	34	53	36	90	65	67			53	
"	Fourth	65	4th	4th	19	44	42	82	70	80				56
Franklin....	First	14	2d	3d	36	64	63	84	78	86	66	69		
"	Second	16	3d	4th	43	67	62	92	86	86			72	
"	Third	50	4th	4th	19	41	85	85	77	78				56
"	Fourth	17	4th	5th	17	44	66	56	58	80				53
Washington.	First	18	2d	2d	15	64	41	91	89	88	49	62		
"	Second	20	3d	3d	36	72	58	60	65	68			57	
"	Third	24	4th	4th	35	65	41	77	64	92				62
"	Fourth	64	4th	4ha5h	44	45	42	60	64	85				57
Moseley ....	First	21	2d	3d	49	75	74	91	89	84	84	73		
"	Second	15	2d	3d	41	77	85	89	83	82	77	77		
"	Third	31	3d	4th	71	73	89	91	74	75			79	
"	Fourth	62	3d	4th	43	56	83	84	76	71			69	
"	Fourth	25	3d	4th	33	48	85	80	66	67			63	
"	Fourth	34	4th	4th	17	41	78	80	55	75				57
Brown.....	First	17	2d	2d	36	51	47	87	79	86	79	67		
"	Second	18	2d	2d	32	34	46	76	79	70	71	57		
"	Third	22	3d	3d	26	75	42	62	67	73			57	
"	Fourth	22	3d	3d	12	84	33	60	65	65			45	
"	Fourth	24	4th	4th	24	51	19	57	57	80				49
"	Fourth	54	4th	4ha5h	33	43	41	61	87	78				49
Foster.....	First	33	2d	3d	57	82	62	90	84	82	74	75		
"	Second	51	3d	4th	62	63	42	96	79	77			70	
"	Third	46	4th	4th	34	58	41	94	65	76				61
"	Fourth	54	4th	5th	16	29	54	40	54	77				45
Ogden.....	First	26	2d	2d	24	53	26	68	79	88	67	58		
"	Second	53	3d	3da4h	45	64	15	82	81	90			63	
"	Third	54	4th	4th	36	54	24	74	78	80				57
"	Fourth	44	4th	5th	30	34	43	60	62	89				53
Newberry...	First	21	2d	3d	21	41	45	65	27	68	40	44		
"	Second	14	3d	4th	21	35	24	67	62	59			44	
"	Third	37	4th	4th	10	33	15	60	70	86				45
"	Third	59	4th	4ha5h	8	11	16	81	58	69				83
"	Third	9	3d	2d	26	72	42	81	45	88				
No. Twelve .	First	13	3d	4th	42	49	42	96	72	87			65	
"	Second	11	4th	4th	25	41	32	87	66	95				53
"	Second	20	4th	5th	34	27	50	60	58	81				51
Skinner.....	Second	18	2d	2d	35	56	43	75	62	50	53	55		
"	Third	26	3d	3d	37	79	63	83	68	84			69	
"	Third	19	2d	2d	33	52	49	72	68	52	71	61		
"	Fourth	36	3d	3d	37	83	73	83	72	79				79
"	Fourth	52	3d	3da4h	49	70	30	70	81	82				63
"	Fifth	53	3d	3da4h	42	64	24	79	65	73				59
"	Sixth	30	3d	4th	37	71	43	89	63	79				64
"	Seventh	29	4th	4th	21	53	80	86	60	50				55
"	Eighth	55	4th	4th	30	57	29	73	72	87				53
"	Ninth	62	4th	5th	33	41	67	67	72	74				60
"	Ninth	63	4th	5th	35	46	63	46	65	76				55

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INSTRUCTION IN PARTICULAR BRANCHES.

In previous reports I have dwelt at length upon methods of instruction in the different branches of study. In the present report I will allude to only two or three of these branches.

*Arithmetic.*—Elementary exercises in numbers are very successfully conducted in all the lower grades. Constant use is made of beans, pebbles, and other objects in illustrating the first lessons in counting, adding, subtracting, etc., and the pupils have daily practice in writing numbers on their slates and on the black-board. Written arithmetic is now commenced in the highest grade of the Primary Department, and in this and all the succeeding grades, mental and written arithmetic are carried forward together. The instruction in both is thorough and successful.

In conducting recitations in mental arithmetic, many teachers adopt the practice of reading each question to the class and then requiring the pupils to repeat the exact language of the example and go through the solution, without the aid of the text-book. This is chiefly an exercise in verbal memory, and not in arithmetic. It is often the case that the labor of memorizing the language of an example consumes more time than its arithmetical analysis. This is an abuse of a practice that is highly useful within reasonable limits. It should ever be borne in mind, that the chief object to be sought in these exercises is the mental discipline which is acquired by solving

the examples; and the chief effort of memory required should be that of retaining in the mind all parts of the arithmetical process during the performance of each question. The power of abstraction is often aided by the effort of repeating and retaining the language of an example, after hearing it read by the teacher, and when the questions are of reasonable length, it is desirable that pupils should have a large amount of practice in solving them without the aid of a book; but it is not desirable that they should at all times be required to dispense with the use of the book while engaged in recitation.

*Written Reviews and Abstracts.*—I cannot omit to mention the special attention that is given in nearly all the upper classes to written reviews of the different studies and various written abstracts of the daily lessons. The progress of each pupil is thus subjected to a most searching test, and habits of thoroughness are acquired which could be secured in no other way. It is to be regretted that these written reviews are not more frequent and general in the lower grades of the Grammar Department.

*Writing, Printing, and Drawing.*—The improvement of the schools in penmanship during the past year deserves special mention. Any one who will take the trouble to examine the writing-books now in the schools, will be satisfied that this branch is taught with a remarkable degree of thoroughness and success.

In all the lower grades, the use of slate and pencil, or paper and pencil, is a constant resource, both for



instruction and entertainment. The pupils have daily exercises in printing the words of their spelling lessons, arithmetical tables, etc., and in drawing from sketches on the black-board, from cards, pictures in books, etc. The most important defect which I have observed, is a tendency in many of the divisions to a hasty performance of the printing exercises, resulting in the formation of imperfect letters and figures, and tending to confirm habits of carelessness. On the whole there has been a commendable improvement in the use of slates; but in the use of blackboards by the pupils, there has been some deterioration, especially in the lower classes. There are many divisions in which the use of black-boards by the pupils should be increased at least four-fold.

There is a manifest improvement in the use of the black-boards for purposes of ornamental drawing, both by teachers and by pupils. It is to be hoped that this practice will continue, and be still more widely extended; but ornamental drawings should, when practicable, be placed high enough on the boards to allow the use of the lower portions for every day practice in arithmetic, drawing, printing, etc.

#### A DESIDERATUM.

In most of the schools, the walls are still entirely destitute of ornamental paintings and engravings. If some of the parents in the several districts would furnish a few paintings, engravings, and other works of art for the adornment of the school rooms, they

would greatly aid us in our efforts to elevate and refine the taste of their children.

#### HIGH SCHOOL.

The success of the High School during the past year fully sustains the high reputation which it had previously acquired.

The value and importance of the Normal Department as a branch of our public school system, are becoming more and more manifest every year. The number of pupils in this department has been considerably increased during the past year, notwithstanding the examinations for admission have been advanced to a higher standard than that required during previous years.

Besides the teachers supplied to the schools from the Normal Department of the High School, a considerable number have also been furnished from the Classical and the General Department. I am happy to say, that some of these have proved very excellent teachers; but a careful observation of the two classes demonstrates very fully that a course of two years in the Normal Department is worth more as a preparation for the business of teaching, than a course of four years in either of the other departments.

The statistics of the High School during the last year, and other matters of interest relating to that school, will be found in the Report of the Principal.

## ATTENDANCE.

*Average Enrolment.*—The average number of pupils belonging to all the schools, including the High School, during 1862, was . . . . . 8,962  
 Average number belonging in 1861, . . . . . 8,217  
 “ “ 1860, . . . . . 7,582

*Average Attendance.*—The average daily attendance of all the schools, including the High School, during 1862, was . . . . . 8,295  
 Average daily attendance in 1861, . . . . . 7,595  
 “ “ 1860, . . . . . 6,851

*Punctuality.*—The following table exhibits the *per cent. of attendance* on the average number belonging in the several District Schools for the last seven years :

SCHOOLS.	1856	1857	1858	1859	1860	1861.			1862.		
	Whole School.	Whole School.	Whole School.	Whole School.	Whole School.	Grammar Dep't.	Primary Dep't.	Whole School.	Grammar Dep't.	Primary Dep't.	Whole School.
Dearborn...	82	75	83	87	88	95.3	91.	92.5	95.	91.6	92.9
Jones.....	68	78	86	90	91	95.4	93.6	93.9	94.6	93.8	93.6
Scammon...	74	81	83	90	91	94.9	91.2	92.8	94.4	90.1	91.4
Kinzie.....	68	75	84	87	88	96.	95.2	95.4	95.8	95.2	95.4
Franklin....	72	79	90	90	91	95.7	93.4	93.9	95.2	94.	94.3
Washington.	72	69	86	88	90	95.3	92.	92.8	94.6	91.6	92.2
Moseley....	63	80	89	90	90	93.8	91.1	92.1	95.1	92.5	93.4
Brown.....	72	83	92	92	93	94.6	91.3	93.	94.5	91.6	92.7
Foster.....	65	80	89	90	91	94.8	91.9	92.7	95.5	93.	93.6
Ogden.....	..	83	93	92	90	91.4	89.1	89.9	92.2	90.9	91.3
Newberry...	..	..	..	87	90	92.3	89.1	90.1	92.5	89.8	90.6
No. Twelve..	..	..	..	86	89	95.4	89.8	90.9	95.4	91.6	92.4
Skinner.....	..	..	..	..	90	92.8	89.6	90.3	92.2	88.5	89.8
Haven.....	..	..	..	..	..	....	....	....	91.3	91.3	91.3
AVERAGE....	71	77	87	89	90	94.2	91.5	92.3	94	91.8	92.4

It will be seen by the foregoing table, that during the last seven years, absences of pupils have been

reduced from 29 per cent. to less than 8 per cent. If we deduct 3 per cent. for the absences occasioned by sickness, we find the absences for other causes than sickness have been reduced from 26 per cent. to less than 5 per cent.

This high degree of punctuality has been attained by the influence of the rule requiring some degree of regularity in the attendance of pupils while in health, as a condition of membership, and by the most earnest and persevering efforts on the part of the teachers.

It is not, in my opinion, desirable to attempt to secure a higher standard of punctuality than we have already attained; and there is reason to fear that the cost of sustaining even this standard is, in some cases, greater than the benefit derived.

*Pupils not Absent nor Tardy.*—The number of pupils in the District Schools who were *neither absent nor tardy* in a single instance, during 1862, or an entire year ending in 1862, was 86. The number during the previous year, was 82.

The following are the names of those who were *neither absent nor tardy* during 1862, or an entire year ending in 1862:

DEARBORN SCHOOL.—John J. Flanders, Arthur Wheeler, Duncan S. McBean, Charles J. White, Herbert F. Leavitt, George Kettle, William H. Sanburn, Evelyn J. Price, Elizabeth Smith, Emma H. Smith, Mary A. Lacey, Marion L. Peabody, Viola E. M. Young, Harriet G. Wells, Ella J. Windoes, Ida G. Lum, Sarah E. Robinson.—17.

SCAMMON SCHOOL.—Christina H. Chalmers, Augusta L. Downs, Elizabeth Deware, Mary E. Furnold, Annie E. Goodrich, Jane M. Hart, Caroline T. Hahn, Sarah E. Oberlander.—8.

**KINZIE SCHOOL.**—George Sauter, Gottlieb Schwarz, Bertha Coss, Mary Ryan, Esther Teare.—5.

**FRANKLIN SCHOOL.**—Howard Clark, Bartholomew Ford, Abram Marks, George Smith, Joseph Williams, John Wolf. Ellen Chandler, Jane Maguire.—8.

**WASHINGTON SCHOOL.**—George Brooksbank, George Brown, Michael Mahoney, James Wilmoth, Ella Clark, Katie Dorval, Tilla J. Ebbert, Alice Hill, Eliza Hill, Caroline Rudolph, Ellen Sabin, Isadore Seneschal, and Mary Jane Wayman.—13.

**MOSELEY SCHOOL.**—William N. Burgess, Abby F. Hunt, William R. Jones, and Thomas A. Webb.—4.

**BROWN SCHOOL.**—Wm. W. Evans, Nathan Winchell, Ryerson Gates, Ella Hale, and Martha Winchell.—5.

**FOSTER SCHOOL.**—William Fennimore, John E. Pullen, George Rahmenop, Azubah Dodge, Eliza A. Favor, Fannie Farmimore, Fredrika B. Hull, Hannah M. Mortensen, Amelia M. Platt, Maria A. Platt, and Annie Pope.—11.

**OGDEN SCHOOL.**—John T. Dougall, Robert A. Kerr, Delia Ferns, Annis Somerville.—4.

**NEWBERRY SCHOOL.**—Mary Ann Hyslip, Christine Kemper, and Desire A. J. Scheppers.—3.

**SKINNER SCHOOL.**—Edward Anderson, Dexter H. Jennings, Simon Leonard, John T. Mullen, Charles B. Warren, Gertrude Hatch, Elizabeth Dunmead, and Harriet Sutton.—8.

*Not Absent a Single Half Day.*—The number of pupils in the District Schools, who were *not absent a single half day* during 1862, or an entire year ending in 1862, was 118. The following are their names, excepting the names embraced in the previous list:

**DEARBORN SCHOOL.**—Benjamin H. Peabody, Frances O. Smith, Robert W. Stevens, Wallace De Wolf, Anna L. Hilger.

**JONES SCHOOL.**—William Hogan, Joseph Shindrow, John Zahringer.

**SCAMMON SCHOOL.**—August F. Smith.

**KINZIE SCHOOL.**—Mary Sauter.

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FRANKLIN SCHOOL.—John Fleming, Alexander Fleming, William Hammerstein, Charles Jacobs, David Sullivan, Mary Fleming, Abby L. Munn.

WASHINGTON SCHOOL.—Bolena Anderson.

BROWN SCHOOL.—Samuel Warrington, George Abbott, Mary King, Jennie Frisbie.

FOSTER SCHOOL.—Traugott C. Diener, Frederick Favor.

OGDEN SCHOOL.—George Moulton.

NEWBERRY SCHOOL.—Otto Richard.

SCHOOL No. TWELVE.—John Hough.

SKINNER SCHOOL.—Gilbert S. Horton, Maria Leonard.

HAVEN SCHOOL.—James Mylet, James Powell, Clara Eddy.

*Not Absent nor Tardy in Three Years.*—The following pupils have belonged to the schools during three consecutive years, without being absent or tardy in a single instance :

SCAMMON SCHOOL.—Mary E. Furnold.

OGDEN SCHOOL.—John T. Dougall.

SKINNER SCHOOL.—Dexter H. Jennings, John T. Mullen.

*Not Absent nor Tardy in Two Years.*—The following pupils have belonged to the schools during two consecutive years, without being either absent or tardy in a single instance :

DEARBORN SCHOOL.—John J. Flanders, Viola E. M. Young, Ella S. Windoes.

SCAMMON SCHOOL.—Sarah E. Oberlander.

FRANKLIN SCHOOL.—George Smith.

WASHINGTON SCHOOL.—Tilla J. Ebbert.

BROWN SCHOOL.—William W. Evans, Martha Winchell.

FOSTER SCHOOL.—John E. Pullen, Eliza A. Favor.

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*Not Absent in Five Years.*—The following pupils have belonged to the schools during five consecutive years, without being absent a single half day :

SCAMMON SCHOOL.—Mary E. Furnold.

SKINNER SCHOOL.—Dexter H. Jennings.

*Not Absent in Four Years.*—The following pupils have belonged to the schools during four consecutive years, without being absent a single half day :

FRANKLIN SCHOOL.—John Fleming, George Smith.

OGDEN SCHOOL.—John T. Dougall.

*Not Absent in Three Years.*—The following pupils have belonged to the schools during three consecutive years, without being absent a single half day :

DEARBORN SCHOOL.—Benjamin H. Peabody.

FRANKLIN SCHOOL.—William Fleming.

*Not Absent in Two Years.*—The following pupils have belonged to the schools during two consecutive years, without being absent a single half day :

JONES SCHOOL.—Joseph Shindrow.

FRANKLIN SCHOOL.—Mary Fleming.

WASHINGTON SCHOOL.—Michael Mahoney.

FOSTER SCHOOL.—Fredrika B. Hull.

*Tardiness.*—The whole number of tardinesses in the District Schools, during 1862, was 44,734.

This is 5.16 tardiness for each pupil of the average number belonging to the schools.

The number of pupils in the District Schools,

enrolled as members during the whole of 1862, and not tardy in a single instance, was 510.

I have two reasons for omitting to report the tardinesses of the different schools separately. The first is, that the competition among the different schools in securing punctual attendance, is already quite too strong. Objectionable measures have frequently been resorted to for the purpose of reducing the number of tardinesses, and cases have sometimes occurred in which corporal punishment has been inflicted upon children for tardiness occasioned by the neglect of parents.

The other reason to which I refer, is the great discrepancy in the standard of time at the different schools. In some of the schools, the Masters are careful to have all the clocks set by the city time every morning, while in others the deviation from the city time has often been as great as ten or twelve minutes. If the school in which the clocks have been most frequently found behind the city standard, is the one reporting the lowest per cent. of tardinesses in the Grammar Department, during the last year, there would be manifest injustice in comparing it with a school in which the clocks have been carefully regulated.

*Whole Number Enrolled.*—The whole number of different pupils enrolled during the year 1862, including those of the High School, was—

Boys, 9,088 ;	girls, 8,433,	.	.	17,521
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Comparing this number with the *average enrolment*, we find that the *average number belonging in 1862*, was 51 per cent. of the *whole number enrolled*.

Per cent. in 1861,	. . . . .	50
“ “ 1860,	. . . . .	45.8

*Changes of Membership.*—The whole number admitted and re-admitted to the District Schools, during 1862, was,

Boys, 10,736 ; girls, 10,632,	. . . . .	21,368
The number re-admitted once, was	. . . . .	4,730
“ “ twice,	. . . . .	1,510
“ “ three times,	. . . . .	389
“ “ four or more times,	. . . . .	82

The number of pupils that belonged to the schools during the whole of 1862, including those of the High School, without at any time losing their membership, was,

Boys, 1,152 ; girls, 941,	. . . . .	2,093
In 1861, the number was	. . . . .	1,988

The number that belonged to the schools less than three months of 1862, was,

Boys, 2,832 ; girls, 2,707,	. . . . .	5,539
In 1861, the number was	. . . . .	4,756

*Age.* — The number of pupils under six years of age, enrolled as members during 1862, was,

Boys, 1,121 ; girls, 942,	. . . . .	2,063
In 1861, the number was	. . . . .	2,136

The number over fifteen, in the District Schools, in 1862, was,

Boys, 439 ; girls, 525, . . . . . 964

In 1861, the number was . . . . . 990

*Colored Children.*—The number of colored children enrolled during 1862, including one in the High School, was,

South Division, . . . . . 182

North “ . . . . . 4

West “ . . . . . 26

Whole number, . . . . . 212

#### NEWBERRY FUND.

It is with much satisfaction that I am again permitted to record the munificence of one of our citizens, in establishing an additional fund for the benefit of the public schools. On the seventh of April last, Walter L. Newberry, Esq., presented to the city the sum of one thousand dollars, for the benefit of the Newberry School, accompanied by the following letter :

*“Hon. Julian S. Rumsey, Mayor of Chicago :*

“SIR:—I beg leave through you to present to the City of Chicago, the accompanying City Bond for one thousand dollars, to be held in trust for the benefit of the Newberry School ; the semi-annual interest thereon to be applied, under the direction of the authorities having charge of said school—first, to the purchase of text books and stationery for indigent children attending said school, and any surplus thereafter to be used for the purchase of school apparatus, such as maps, globes, etc., and books of reference. And should these wants of said school be at any time supplied from other sources, the authorities aforesaid are authorized to expend said interest for such purposes beneficial to said school as they may deem proper.

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"The principal of said bond to be re-invested from time to time as it becomes necessary—if practicable in bonds of the City of Chicago, the State of Illinois, or of the United States, in the order named. The principal sum to be kept at one thousand dollars by adding accruing interest if necessary, and the surplus interest and principal, should there at any time be any, to be continued to be applied in perpetuity as before directed."

The only Grammar Schools in the city, that now have an adequate supply of apparatus and reference books, and in which all the indigent children are supplied with text books, are the Newberry School and the Jones School.

As the other twelve schools are greatly in need of just such friends and benefactors, and as we have among us those who desire to advance the best interests of education, and who are blessed with the means of gratifying this desire, I cannot but hope that more than one of the schools will receive similar tokens of favor during the present year.

Respectfully submitted,

W. H. WELLS,

*Superintendent of Public Schools.*

CHICAGO, February 6, 1863.

REPORT  
OF THE  
PRINCIPAL OF CHICAGO HIGH SCHOOL.

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*To the Board of Education of the City of Chicago :*

GENTLEMEN : The progress of the High School has been uninterrupted during the past year. The number of teachers has remained unchanged. B. Y. Averill, who had charge of the departments of Mental and Moral Science, and History, resigned at the close of the summer term, and E. C. Porter was elected to fill the vacancy.

The number of pupils has been somewhat larger than before, the whole number enrolled having been 477 ; the average number belonging 299 ; last year 275 ; the average daily attendance 286 ; the per cent. of attendance 96. The whole number belonging to the school at the beginning of the year was 312. There have been received 165. The graduated class numbered 49. The number leaving without completing the course was 117. The whole number now connected with the school is 311. In the High School proper 122 males, and 129 females ; in the Normal Department 60 females.

The following is the average number belonging

each month:—January, 314; February, 295; March, 290; April, 284; May, 276; June, 267; July, 262; September, 340; October, 331; November, 321; December, 305.

The number admitted in July, when the per cent. of admission was 66, is shown in the following table:

SCHOOLS.	Number Examined.		Number Admitted.		Average Scholarship of those Examined.	Average age of those Admitted.		Average time in Public Schools of those Admitted.
	Males.	Females.	Males.	Females.		Males.	Females.	
Dearborn .....	6	18	6	15	76	14.5	15.1	8.8
Jones.....	27	23	18	9	66	14.10	15.9	8.
Scammon.....	6	17	3	5	68	14.1	15.8	2.8
Kinzie.....	8	7	6	1	61	14.5	15.7	5.10
Franklin.....	2	3	2	1	69	14.1	18.6	8.9
Washington.....	4	13	2	5	60	15.6	16.8	2.11
Moseley.....	11	11	7	4	67	15.0	15.6	1.11
Brown.....	9	13	8	8	72	14.9	15.8	4.1
Foster.....	6	2	4	2	71	14.6	13.9	4.4
Ogden.....	14	10	8	5	65	15.1	15.0	3.4
Newberry.....	4	4	3	1	68	16.5	17.5	1.11
No. Twelve.....	3	8	1	1	69	14.5	15.4	8.0
Skinner.....	13	83	11	14	64	14.11	15.9	4.7
	118	157	81	69	67	14.10	15.4	8.10

Of these 14 were afterward admitted to the Normal Department, and 22 were not heard from, leaving 114; males, 66; females, 48; for the full course.

At the special examination in December, five candidates were present, two of whom were admitted.

The names of the graduates were as follows:

#### FROM THE CLASSICAL DEPARTMENT.

Charles H. Adams,  
Telford Burnam,  
Samuel Cole,  
Thomas M. Hoyne,

Joseph Creswell,  
Charles E. Dickinson,  
David G. Hamilton.

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FROM THE GENERAL DEPARTMENT.

Isabella F. Adsit,  
Lydia Babcock,  
Elvira W. Boone,  
Sophia A. Burton,  
George T. Carter,  
Clara W. Clarke,  
Ellen D'Wolf,  
Fred. W. Dodge,  
John Fitzpatrick,  
John Fleming,  
Nathan M. Freer,  
Robert W. Galloway,  
Jennie Hart,  
William B. Walker,

Martha E. Heald,  
William H. Hintze,  
Josephine Hollingsworth,  
Ellen J. Kennedy,  
Fanny C. Matthews,  
Annie McLaren,  
Francis M. Melick,  
Ellen C. Mendsen,  
Lizzie W. Pickering,  
Charles J. Sauter,  
Semantha Sheppard,  
Mary J. Synon,  
George E. Turner.

FROM THE NORMAL DEPARTMENT.

Henrietta Armstrong,  
Mary E. Carpenter,  
Catharine Clingman,  
Mary E. Comstock,  
Eliza J. Coombs,  
Josephine A. Dinet,  
N. Ella Flagg,  
Sarah O. Flagg,

Josephine Hoard,  
Margaret James,  
Jessie E. Leavenworth,  
L. Georgiana Loomis,  
Georgiana Moody,  
Helen M. Peck,  
Ellen I. Warner.

The Bryan Life Membership in the Young Men's Association, was awarded to Fred. W. Dodge, and the Scholarships in Bryant & Stratton's Commercial College to Fred. W. Dodge, and L. Georgiana Loomis. A gratuity of two large volumes was also presented to George E. Turner, for meritorious effort in pursuing his education.

It is a source of gratification that the graduates of the school so readily find desirable situations in the business houses of the city. Quite a number of applications were received the last year, which it was impossible to meet, and as a part of the course of the last year has been dropped, it may be worthy of consideration whether the time given to book-keeping might not be profitably extended so as to give a

more complete acquaintance with both single and double entry.

In this connection, in view of the importance of a good hand writing to such as propose to engage in business, it has sometimes been suggested whether some system of instruction in Penmanship might not be introduced into the school.

Most of the pupils exhibit a very commendable spirit with regard to punctuality. Tardiness in most of the rooms is almost unknown, and a large majority of the absences are confined to a very few, and those, not always those who apparently most need a respite from study, or who live most remote from school.

Cases frequently occur, when from ill health, necessary interruptions, want of previous application, or other causes, pupils are unable to advance satisfactorily with their classes. Parents are naturally sensitive with regard to the regular promotion of their children, yet if they would candidly consider their future welfare, they would readily see how much better it is to remain in the same class another year, and by a complete mastery of the subjects lay a foundation for further progress, than to hurry forward, discouraged and dissatisfied, without acquiring either knowledge, or desirable habits of study or thought. If a stricter rule respecting promotions should be adopted, it would tend to elevate the standard of scholarship, without increasing the amount of study for those who are qualified to advance.

Parents also, sometimes feel dissatisfied with the methods pursued with their children, yet thinking that the teachers have marked out an unvarying course for themselves, feel a delicacy about approaching them on the subject. If more freedom of inquiry should be felt in such cases, it would probably often result in the greater satisfaction of both parties, and in benefit to the pupils.

Respectfully submitted,  
GEORGE HOWLAND,  
*Principal.*



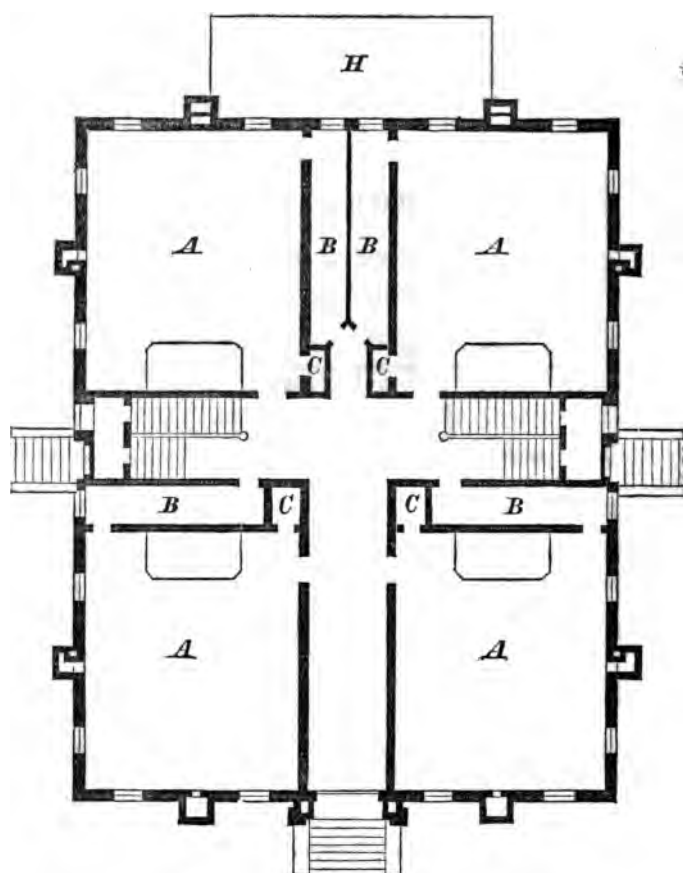
## APPENDIX.

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### HAVEN SCHOOL BUILDING.

*Description of the Haven School Building, by the Architect,  
G. P. Randall, Esq., of Chicago.*

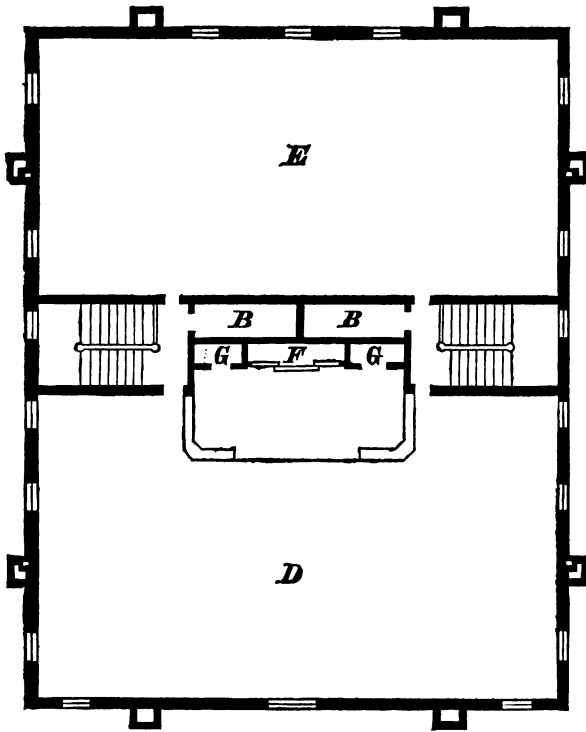
The Haven School Building, so called after the present President of the Board of Education of this city, is shown in part in the accompanying engraving, by an exterior view and plans of the principal and attic stories. The building is located on Wabash Avenue, south of Twelfth Street, on a lot having a frontage of 150 feet. It is three stories high, besides a basement and an attic. The plans here shown are of the principal story and the attic, the latter of which is 14 feet high in the clear, and contains a hall 66 feet by 38 feet 8 inches, for general exercises of the school, with closets for apparatus, teachers' closets, and wardrobes attached; and a Gymnasium in which the female pupils of the school may exercise, in inclement weather. Owing to the peculiar construction of the roof, this attic story is quite as serviceable for the purpose for which it was designed, as would have been either of the full stories, and it cost much less. The basement is mainly divided into four large rooms, with corridors, and stairways; one of the rooms being used for fuel, and the balance as a place of recreation for the boys, in foul weather. The principal or ground floor, (one of the two shown in the annexed engraving,) has four school rooms, each having a wardrobe and teacher's closet attached; spacious corridors, with entrances on each side of the house for pupils, and a principal entrance in front. The side doors do not open directly into the



HAVEN SCHOOL.—FIRST FLOOR.

A.—School Rooms.  
B.—Wardrobes.

C.—Teachers' Closets.  
H.—Boiler House.



HAVEN SCHOOL—FOURTH FLOOR.

B.—Wardrobes.

D.—Hall.

G.—Teachers' Closets.

E.—Gymnasium.

F.—Closet for Apparatus.

corridors, but into vestibules, from which, other doors open to the corridors and also to the stairways leading to the basement. The second and third floors only differ from the first in having windows, in place of the outside doors and vestibules of the first floor; and the second floor has a reception or Principal's retiring room, about 10 by 20 feet, cut off from that part of the corridor towards the front of the house.

By an examination of the plans, it will be seen that the pupils in passing to and from the school rooms, will generally pass through the wardrobes. Each of these rooms are wainscoted from the floor up about  $2\frac{1}{2}$  feet, and the corridors and wardrobes from 5 to 7 feet, with boards, neatly grained and varnished, (as is all the interior wood work,) and above these on each side of the rooms are black-boards.

The rooms are ventilated through the large ventilating shafts or buttresses in the exterior walls. The building is 68 by 86 feet on the ground, and each school room 27 by 33 feet, and 13 feet high. The exterior is in a plain Americo-Italian style of architecture; is entirely devoid of anything like ornamentation, save in its bold projecting buttresses which form the ventilating and chimney shafts before mentioned; its deeply recessed doorway in front, with massive buttresses on each side; and last, but not least, its elegant *Mansard* roof, the steep sloping sides of which, covered with slate, and pierced with Dormer windows, gives it altogether a unique and pleasing effect. Externally, the finish of the basement to the principal floor is stone. Above this the building is faced with red pressed brick, neatly pointed, and has stone dressings to doors, windows, buttresses, etc. The building is warmed by a boiler located in a room at the rear of the building, and covered with a lean-to roof rising no higher than the basement. The cost of the building is not far from \$20,000.

## LOW PRESSURE SYSTEM OF STEAM HEATING.

*The following description of the low pressure steam apparatus employed in heating the Haven and Moseley Schools, is furnished by the contractors, Messrs. R. T. Crane & Brothers, of Chicago.*

### HOW IT DIFFERS FROM THE HIGH PRESSURE SYSTEM.

In using the low pressure it is necessary to have the supply pipes very large, so that the coils may be well filled with steam with as little loss of pressure as possible.

The condensed steam is returned to the boiler in the same manner as in the high pressure system, but has no valve in the return pipe to shut off when it becomes too warm in any room. The valve is not necessary, on account of the pressure being too weak to force the water up the return pipe to any considerable extent. The drip valve in the return pipe for starting the coils is also dispensed with, but there is an air valve in each coil which may be used in starting the coils. This arrangement enables the teacher to control the temperature of the room without the assistance of the engineer; also to use the amount of steam that is necessary to keep the room at the right temperature, which cannot be done in the high pressure system.

The consumption of water is considerably less, and when the boiler does require water, it can be supplied from the hydrant without the assistance of a pump.

### THE ADVANTAGES OF THIS SYSTEM.

The danger of explosion is almost entirely removed.

The temperature of the room can be regulated by closing the supply valve more or less to suit the weather, and which is entirely under the control of the teachers.

The low pressure is much less injurious to the apparatus, is

much simpler in its construction, consequently is easier managed and is not so liable to get out of order.

The boiler is of the tubular form, twelve feet long by forty-two inches in diameter, of quarter inch best American iron, steam dome 24 by 20 inches, with forty-one three inch flues, grate bars four feet by four feet, boiler set in double eight inch walls with full cast iron front, braced with  $6\frac{1}{2}$  inch bolts through each way, with cast iron braces outside and inside the walls.

The whole amount of pipe in Haven School is	13,294 feet
of which mains and returns contain	- 3,102 "
and $\frac{3}{4}$ inch coil pipes,	- - - 10,192 "
In each school room there is one large coil of	530 "
of $\frac{3}{4}$ inch pipe and one small coil	- . 50 "
making 145 square feet of radiating surface in the coils.	

There is an average amount in addition to the above of sixteen square feet in the mains and returns in each room, which makes the total amount of radiating surface in each room 161 square feet, which gives one square foot of radiating surface to 75 cubic feet of air. This we think may be set down as a rule for low pressure heating, when the pressure is not to exceed from 5 to 15 lbs.

In the corridor, there are four coils containing 1,500 feet of  $\frac{3}{4}$  inch pipe; in the Hall there are two coils containing 1,000 feet  $\frac{3}{4}$  inch pipe; in the Gymnasium there are two coils containing 792 feet, and in the Reception Room one coil containing 100 feet  $\frac{3}{4}$  inch pipe.

## SCHOOL FUND.

The amount of real estate now belonging to the School Fund, within the limits of the city, is estimated at.....		\$900,000
Amount of real estate outside of the city.....	25,000	
Money loaned, principal.....	52,000	
Wharfing Lot Fund.....	29,927	
Whole amount of School Fund.....		<u>\$1,006,927</u>

A considerable portion of the real estate belonging to this fund is not now available, and much of it is leased on very low rents.

The income of the School Fund, for the year ending December 31, 1862, including also the dividend from the State Fund, was as follows :

Interest on loans.....	\$7,674 98
Rents.....	15,153 58
State Dividend.....	15,501 12
Amount.....	<u>\$38,328 68</u>

The sum required to pay the salaries of the Teachers and Superintendent, is in part furnished by the avails of the School Fund, which cannot be applied to any other purpose. During the last year, the aid required from the School Tax Fund in meeting these salaries, was \$36,997.50.

## EXPENDITURES FOR THE SUPPORT OF SCHOOLS.

The following is a summary of the expense of supporting the Public Schools during the year ending December 31, 1862 :

Salaries of Teachers and Superintendent.....	\$75,326 18
Labor and supplies ; including fuel, repairs, care of buildings, office expenses, printing, etc.....	16,217 46
Rent of school buildings, furniture, and lots belonging to city, estimated.....	16,706 46
Rent of school lots belonging to the School Fund, estimated.	3,025 00
Other rents.....	885 22
Amount.....	<u>\$112,110 32</u>

In estimating the rent of the school estates belonging to the city, each lot is taken separately, and set down at such sum as it would bring if leased for other purposes, and the amount of these estimates is added to six per cent. on the present valuation of the buildings and furniture.

*Expense per Scholar in all the Schools.*—The whole cost of instruction the last year, was \$112,110.32. This amount divided by 8,962, the average number of pupils belonging to all the schools, including the High School, shows the expense per scholar to have been \$12.51.

*High School.*—The expense of sustaining the High School during the last year, was \$12,370.53. This amount divided by 299, the average number of pupils belonging to the school, shows the cost per pupil to have been \$41.37.

*District Schools.*—The whole cost of sustaining the District Schools (Grammar and Primary,) during the last year, including estimated rent of buildings and grounds, was \$99,739.79. This sum, divided by 8,663, the average number belonging to the schools, shows the expense per scholar to have been \$11.51.

*Permanent Improvements.*—The cost of permanent improvements on the school buildings and grounds, during the year ending December 31, 1862, amounted to \$25,418.42



## DESCRIPTION OF BUILDINGS, FURNITURE, ETC.

BUILDINGS.	When Erected.	Location.	Size of Lots.	Cost of Lots.	Size of Building.	Size of Wing.	No. of stories.	No. of rooms.	No. of Seats.	Style of Furniture.	How Heated.
										<i>Seats and Desks.</i>	
High School....	1856	Monroe St., bet. Halsted & Desplaines.	208 by 186	Sch. Fund	53 by 90		Three	11	360	Single-Cherry	Furnaces & Stoves
Dearborn School	1844	Madison St., bet. w'n State & Dearborn.	190 by 162		60 by 80		Two	11	666	Double-Pine	Stoves
Jones School....	1844			Sch. Fund	53 by 71	16 by 23	Two	7	428	Double-Pine	Stoves
" Branch....	1868	Clark Street, corner of Harrison.	143 by 212		36 by 45		Two	4	290	Double-Pine	Stoves
Scammon School	1846			Sch. Fund	60 by 73		Two	8	416	Double-Pine	Stoves
" Branch	1862	Madison St., bet. Halsted and Union.	208 by 205		60 by 86		Two	4	256	Double-Cherry	Stoves
Kinsley School...	1845			1,050	48 by 71		Two	6	360	Double-Pine	Stoves
Franklin School..	1862	Ohio Street, corner of La Salle.	197 by 90		56 by 89	28 by 44	Two	6	384	Double	Stoves
" Branch.	1861	Division Street, corner of Sedgwick.	181 by 264		45 by 70	26 by 44	Two	6	384	Double	Stoves
Washington Sch	1861			1,950	45 by 70		Two	6	340	Double	Stoves
" " Ech	1862	W. Indiana St., corner of Sangamon.	116 by 200		56 by 39	26 by 44	Two	6	394	Double	Stoves
Moseley School..	1856	Michigan Av., cor. of Monterey St.	200 by 224	6,000	78 by 58		Three	11	693	Single-Cherry	Steam
Brown School....	1857	Warren Street, corner of Page.	262 by 122	2,800	60 by 58.9		Three	11	693	Single-Cherry	Steam
Foster School....	1857				60 by 58.9		Three	11	693	Single-Cherry	Furnaces
" Branch....	1855	Union Street, near Twelfth.	172 by 200	2,500	26 by 42		Two	2	150	Double-Pine	Stoves
" Branch....	1862				53 by 44		Two	4	256	Double	Stoves
Ogden School....	1846	Chestnut St., bet. Dearborn & Wolcott.	179 by 108	10,710	79 by 59		Three	11	693	Single-Cherry	Steam
Newberry School	1858	Willow Street, corner of Orchard.	143 by 200	4,500	78 by 74.4	53 by 49.2	Four	21	1260	Single-Cherry	Stoves
No. 12 School....	1859	Reuben Street, corner of Cornelia.	126 by 190	2,152	26 by 42		Two	2	150	Double-Pine	Stoves
Skinner School..	1859	Jackson Street, corner of Aberdeen.	145 by 189	9,500	78 by 74.4	53 by 49.2	Four	31	1260	Single-Cherry	Steam
Haven School....	1862	Wabash Avenue, north of 16th Street.	150 by 170	11,250	65 by 86		Four	14	706	Single-Cherry]	Steam

## GENERAL SUMMARY.

The following Table presents a summary of the whole number of different scholars attending the public schools, the number born in the United States, and number of foreign birth, the average number belonging, average daily attendance, per cent. of attendance, number of pupils under six years of age, number over fifteen, number of pupils who have not lost their membership during the year, number who were members less than three months, number not absent during the year, number neither absent nor tardy, number not tardy, and number of colored children.

SCHOOLS.	Number of different scholars, after deducting those received from other Public Schools.	Number of Pupils born in the United States.	Number of Pupils of Foreign Birth.	Average Number Belonging for the year.	Average Daily Attendance for the year.	Per Cent. of Attendance on Average Number Belonging.	Number of Pupils during the year under six years of age.	Number of Pupils during the year over 15 years of age.	Number of Pupils who have not lost their membership during the year.	Number of Pupils who were members less than three months.	Number of Pupils who have not been absent a single half day during the year.	Number of Pupils who have been neither absent nor tardy during the year.	Number of Pupils who have not been tardy during the year.	Number of Colored Children.
High .....	320	372	43	399	286	95.5	0	270	156	33	32	32	192	1
Dearborn .....	1166	1021	145	586	544	93.9	70	86	102	491	22	17	87	23
Jones .....	1648	1442	206	735	744	93.6	151	67	116	456	3	0	20	126
Scammon .....	1137	986	151	567	518	91.4	130	59	112	293	9	8	48	4
Kinzie .....	1273	1024	249	612	584	95.4	185	47	86	361	6	5	15	0
Franklin .....	1011	82	790	537	506	94.3	159	19	131	327	15	8	29	0
Washington .....	1552	1298	354	759	699	92.2	214	64	176	710	14	13	63	1
Moseley .....	1367	1174	193	628	586	93.4	105	84	69	441	4	4	18	9
Brown .....	817	679	138	456	423	92.7	60	79	67	180	9	5	23	3
Foster .....	1865	1473	392	905	902	98.6	260	62	236	496	13	11	92	6
Ordin .....	1418	1242	176	650	563	91.3	178	104	101	285	5	4	31	4
Newberry .....	929	673	256	467	423	90.6	166	31	90	285	4	3	11	0
No. Twelve .....	459	307	152	265	245	92.4	89	8	95	80	1	0	9	0
Skinner .....	2295	1994	301	1192	1071	89.8	190	196	474	568	10	8	53	12
Haven .....	269	241	28	635	625	91.3	106	58	82	292	3	0	6	23
TOTAL .....	17,521	14,587	2,934	9,463	8,749	92.4	2,063	1224	2,093	5,599	150	118	642	212

\* A deduction of 8-11 of the number reported under each of these heads for the Haven School should be made in order that the Totals may correspond with the Superintendent's Report, as the Haven School was opened during the latter part of the year, and the returns, as reported in this table, are for three months only.

## NATIVITY OF PUPILS.

*The following Schedule shows the BIRTH PLACE of all the pupils registered in the Public Schools, during each of the last four years :*

	1859.	1860.	1861.	1862.		1859.	1860.	1861.	1862.
Chicago .....	3,906	5,029	5,792	6,714	Germany .....	1,590	1,549	1,202	916
Illinois, out of					England .....	858	822	646	601
Chicago .....	758	809	840	1,024	Ireland .....	781	608	428	315
New York .....	2,504	3,045	2,979	2,979	Canada .....	425	423	393	378
Massachusetts ..	472	606	524	571	Scotland .....	193	217	160	187
Ohio .....	381	530	536	584	Sweden .....	157	153	99	88
Wisconsin .....	246	363	386	439	Norway .....	128	92	90	148
Pennsylvania ..	301	349	365	392	France .....	69	61	71	42
Michigan .....	267	334	318	356	Holland .....	21	46	30	28
Connecticut .....	160	227	198	229	Prussia .....	18	24	25	33
Indiana .....	80	123	136	175	New Brunswick ..	8	18	15	16
Missouri .....	91	130	133	151	Waies .....	20	17	10	10
Vermont .....	84	120	98	97	Bohemia .....	10	17	21	36
Maine .....	83	119	117	97	Switzerland .....	11	13	10	12
New Jersey .....	100	115	136	140	Belgium .....	4	13	13	18
Kentucky .....	84	104	121	122	Austria .....	1	9	3	9
Maryland .....	53	68	76	93	New Foundland ..	8	7	9	6
New Hampshire ..	56	65	74	68	St. Helena Island	0	6	5	3
Iowa .....	25	46	45	69	Denmark .....	4	5	5	4
Virginia .....	39	40	46	45	Italy .....	10	4	5	5
Rhode Island .....	33	30	51	31	Nova Scotia .....	8	4	10	4
Louisiana .....	21	23	27	31	Poland .....	1	4	2	3
Mississippi .....	21	22	13	16	India .....	1	0	0	0
California .....	4	16	15	12	Atlantic Ocean ..	2	4	4	12
Texas .....	5	11	11	11	Russia .....	3	0	0	0
South Carolina ..	9	10	6	6	West Indies .....	3	3	2	3
Georgia .....	7	9	8	7	Brazil .....	2	2	2	2
Tennessee .....	10	8	19	12	British America ..	0	2	0	0
Dist. Columbia ..	11	8	20	18	Pr. Edw'd's Isl'd.	0	2	5	3
Delaware .....	16	6	7	5	Mexico .....	0	1	1	1
North Carolina ..	1	5	3	4	Hanover .....	0	1	0	0
Alabama .....	8	3	4	9	Isl'd of Guernsey	0	1	0	0
Minnesota .....	2	3	4	24	Australia .....	1	1	0	0
Kansas .....	1	2	2	2	China .....	1	1	1	2
Arkansas .....	0	1	2	2	South Africa .....	1	1	1	0
Oregon .....	0	1	0	0	Iceland .....	1	1	0	0
Florida .....	0	0	0	1	Isle of Man .....	0	1	4	2
Lake Michigan ..	0	0	0	1	Hungary .....	0	0	1	2
					Saxony .....	0	0	2	0
					Central America ..	0	0	3	0
					Burmah .....	0	0	1	1
					Costa Rica .....	0	0	0	2
					Unknown .....	79	54	55	91
<b>TOTAL .....</b>	<b>9,844</b>	<b>12,380</b>	<b>13,113</b>	<b>14,587</b>	<b>TOTAL .....</b>	<b>4,354</b>	<b>4,167</b>	<b>3,323</b>	<b>2,934</b>

**MOSELEY FUND.**

In 1856, a fund of \$1,000 was established by **FLAVEL MOSELEY, Esq.**, the interest of which is expended in purchasing text books for indigent children attending the public schools.

**FOSTER MEDAL FUND.**

In 1857, **DR. JOHN H. FOSTER** established a fund of \$1,000, the avails of which are expended in procuring medals and other rewards of merit for the most deserving pupils attending the Grammar Departments of the District Schools.

**AWARD OF FOSTER MEDALS FOR 1862.**

*Dearborn School.*—Evelyn J. Price, F. Emma Coss, Mary A. White, Mary V. Smith, Minnie B. Gage, Emma H. Smith, Mary A. Lacey.

*Jones School.*—Charles Francis Berg, Maria M. Baragwanath, Henry Chapin Granger, Babette Frank, Henry Cole Parker, Charles Benedict Foote.

*Scammon School.*—Celia S. Flagg, Anna M. Amesbury, H. Serena Brown, Sarah Oberlander, Christina H. Chalmers.

*Kinzie School.*—Albert F. Borchardt, Theodore F. Schrader, Martha M. Williams, Mary A. McKeon.

*Franklin School.*—Howard Clark, Kate C. Davidson, Ellen M. Chandler.

*Washington School.*—Nancy A. Helm, Frederic P. Knowles, Tilla J. Ebbert, Hattie N. Winchell.

*Moseley School.*—Alice R. Betts, L. Lizzie Garnett, Edward H. Betts, Ella A. Woodruff, Charles Adams, Margaret Anderson, Virginia A. Woodworth.

*Brown School.*—Frederic S. James, Charles J. Swazey, George E. Foster, Frederica Thomas, Sylvania J. Wayman.

*Foster School.*—Fredrika B. Hull, Adelaide Favor, Robert F. Somers, Melville E. Stone, William Wienert.

*Ogden School.*—Carrie Boyce, Bayard Hand, Samuel Collyer, George Armstrong, Louise Dewey, Cornelia Carpenter.

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*Newberry School.*—Desire J. A. Scheppers, William J. Hurlbut, Charles Becker.

*School No. Twelve.*—William T. Thompson.

*Skinner School.*—Annah Jennings, Anna S. Cunningham, Nellie F. Carter, Emily L. Trimmingham, John T. Mullen, Rosa McCarthy, Antoinette Woodard, Louise Howell, Flora Leonard, James McIntosh.

#### JONES FUND.

In 1858, WILLIAM JONES, Esq., established a fund of \$1,000, the interest of which is applied for the benefit of the Jones School, in procuring text books for indigent children, books of reference, maps, globes, etc.

#### BRYANT & STRATTON'S SCHOLARSHIPS.

In 1859, Messrs. BRYANT, BELL & STRATTON, (now Bryant & Stratton,) donated one Life Scholarship in their Commercial College, to the most deserving pupil, in Scholarship, Deportment and Attendance, in the Master's Division of each of the District Schools, annually, for the period of ten years; and two Life Scholarships to the most deserving of the graduates of the High School, annually for ten years, one of whom must be selected from the Normal Department.

#### AWARD OF SCHOLARSHIPS FOR 1862.

*High School.*—Frederick W. Dodge, L. Georgiana Loomis.

*Dearborn School.*—Evlyn J. Price.

*Jones School.*—Charles Francis Berg.

*Scammon School.*—Celia S. Flagg.

*Kinsie School.*—Albert F. Borchardt.

*Franklin School.*—Howard Clark.

*Washington School.*—Nancy A. Helm.

*Moseley School.*—Alice R. Betts.

*Brown School.*—Frederic S. James.

*Foster School.*—Fredrika B. Hull.

*Ogden School.*—Carrie Boyce.

*School No. Twelve.*—William T. Thompson.

*Skinner School.*—Hattie A. Humphrey.

## SCHOOLS AND TEACHERS.

### CHICAGO HIGH SCHOOL.

*Monroe Street, between Halsted and Des Plaines.*

George Howland, *Principal*,  
Edward C. Delano,  
George C. Clarke,  
James R. Dewey,  
George P. Welles,  
Oscar Faulhaber,  
Edward C. Porter,  
George E. Adams,  
A. Henry Vanzwoll,  
S. Grace Thompson.

### DEARBORN SCHOOL.

*Madison Street, between State and Dearborn.*

George D. Broomell, *Principal*,  
Alice J. Jennings,  
Alice L. Barnard,  
Rose J. Bateson,  
S. Augusta Goold,  
Maggie James,  
Myra S. Felker,  
Sarah J. Merriman, *Ass't Prin'l*,  
Ella C. Bradley,  
Carrie M. Whitehead,  
Jelia M. Cleaves,  
Achsa C. Mott.

### JONES SCHOOL.

*Corner of Clark and Harrison Streets.*

Willard Woodard, *Principal*,  
Harriet Barnes, *Head Assistant*  
Nellie S. Phillips,  
Lavinia C. Perkins,

Ellen M. Wadsworth,  
Isabella H. Thomson,  
Eliza L. Goss,  
Isabella Morris,  
Olive Backus,  
Annie E. Trimmingham, *Ass't Prin.*  
Ellen C. Mendsen,  
Ellen I. Warner.

### SCAMMON SCHOOL.

*Madison Street, between Halsted and Union.*

Daniel S. Wentworth, *Principal*,  
Annie Z. Lewis,  
Sophronia A. Barker,  
Mary L. Reed,  
Hannah Cooke,  
Martha A. Merriman,  
Kate K. Raworth,  
Judith A. Gaffney,  
Helen C. Litchfield, *Ass't Prin.*,  
Carrie Hatch,  
Eliza E. Ransom,  
Martha P. Fenimore.

### KINZIE SCHOOL.

*Corner of Ohio and La Salle Streets.*

Wm. J. Armstrong, *Principal*,  
Rebecca E. Jones,  
E. Josephine Ayer,  
E. S. Tanner,  
Mary E. Carpenter,  
Celia G. Whipple,  
Lucy C. Truesdale,  
Kate Lonergan,  
Ellen J. Kennedy,

F. Gifford, *Ass't Principal*,

C. O. Youse,

E. Stowe,

Josh Williams.

#### FRANKLIN SCHOOL.

*Division and Sedgwick Streets.*

t G. Lane, *Principal*,

Archard,

la G. Fiske,

W. King,

a Dickerman,

ck T. Shockley,

ca C. Southworth,

etta Armstrong,

beth C. Rust,

M. Cooper,

d Dougall, *Ass't Principal*,

Olingman,

L. Jennings.

#### SHINGTON SCHOOL.

*West Indiana and Sangamon Streets.*

min R. Cutter, *Principal*,

A. Butler,

a F. Cutter,

Kennicott,

A. Nelson,

a L. Dean,

M. Abbe,

A. Prentice,

M. Rickerson,

D. Kendall,

J. Miller,

A. Kendall,

E. Thatcher,

K. Jennings,

M. Manning, *Ass't Prin'l*,

L. Hull,

a Stow.

#### MOSELEY SCHOOL.

*Corner of Michigan Avenue and Monterey Street.*

Samuel A. Briggs, *Principal*,

M. Louise Wilson, *Head Ass't*,

Harriet M. Paine,

Carrie E. Hafl,

Emily L. Briggs,

Mary E. Reed,

Catharine C. Fox,

Mary L. Herbert,

Rachel A. Coale,

Hannah Dickinson,

Julia C. Goold,

Mary E. Clark.

#### BROWN SCHOOL.

*Corner of Warren and Page Streets.*

Samuel H. White, *Principal*,

Emily A. Chapman,

Miriam S. Sherman,

Allie A. Loveless,

Mary J. Creswell,

Mary J. Coin,

Clara H. Perkins,

Lizzie Skelton,

Lydia C. Avery,

Georgianna Moody.

#### FOSTER SCHOOL.

*Union Street, near Twelfth.*

George W. Spofford, *Principal*,

Jennie E. McLaren, *Head Ass't*

Belinda N. Jones,

Fanny C. Bass,

N. Ella Flagg,

Ann E. Alden,

Eliza J. Coombs,

Ann E. Winchell,

Sarah J. Buchanan,

Frances E. McIntyre,

Melissa B. Rounds,

Susan E. Church,  
Catharine Fomhof,  
Arvilla Crawford,  
Frances E. Johnston,  
Charlena Knight,  
Fanny S. Paige,  
Helen M. Woodbury,  
Annie McLaren.

#### OGDEN SCHOOL.

*Chestnut St., betw'n Dearborn & Wolcott.*

F. S. Heywood, *Principal*,  
Hattie E. Crandall, *Head Ass't*,  
Caroline Westcott,  
Juliet B. Smith,  
Martha Myers,  
Alice M. Wilmans,  
Anna M. Duffy,  
Frances M. Smith,  
Sarah E. Austin,  
Julia E. Keith,  
Olive C. Richards,  
Kittie Craig.

#### NEWBERRY SCHOOL.

*Corner of Orchard and Willow Streets.*

Curtis C. Meserve, *Principal*,  
Emma Hooke,  
Eva Lewis,  
Clara M. Todd,  
Ellen V. Lamb,  
Aurelia S. Russell,  
Ella A. Kimball,  
Eliza C. Boyce,  
Carrie E. Young.

#### SCHOOL NO. TWELVE.

*Corner of Reuben and Cornelia Streets.*

Eugene L. Akin, *Principal*,  
Sue M. Weatherhead.

#### BRANCH OF SCHOOL NO. TWELVE.

*Reuben Street, near Chicago Avenue.*

Rebecca C. Gosselin,  
Charlotte A. Lamb.

#### SKINNER SCHOOL.

*Corner Jackson and Aberdeen Streets.*

A. N. Merriman, *Principal*,  
Mary Noble, *Head Ass't*,  
Sarah J. Ellithorpe,  
Gertrude Van Patten,  
Annie L. Woodford,  
Louise M. Dunning,  
Mary T. Davis,  
Matilda C. Miller,  
L. Georgianna Loomis,  
Martha Throop,  
Susan A. Swift,  
Lizzie M. Kennedy,  
Nellie B. Sturtevant,  
Phebe J. Bailey,  
Leonice B. Woodford,  
Ida R. Dewey,  
C. A. Norman,  
Mary G. Sinclair,  
Annie K. Moulton,  
Sarah O. Flagg,  
Orilla L. Salisbury,

#### HAVEN SCHOOL.

*Wabash Avenue, north of Sixteenth Street.*

James J. Noble, *Principal*,  
Minnie F. Austin,  
Laura A. Kellogg,  
Matilda Fairman,  
Jessie E. Leavenworth,  
Sophia A. Dow,  
Abbie M. Sanford,  
Lucy A. Williams,  
M. Edna Comstock,  
Jennie Hart,  
Marian Mackway,  
Sylvia E. Walker,  
Eliza Lundegreen.



## SUMMARY OF TEACHERS' SALARIES.

## HIGH SCHOOL.

One Principal, (male,).....	\$1,600 per annum.
Five Assistants, " .....	1,000 " "
One Assistant, " .....	800 " "
Two Assistants, " .....	600 " "
One Assistant, (female,).....	500 " "

## DISTRICT SCHOOLS.

Three Principals, (male,).....	\$1,200 per annum.
Ten " " .....	1,000 " "
One " " .....	700 " "
Four Head Assistants, (female,).....	450 " "
One " " " .....	400 " "
Three Assistant Principals, (female,).....	500 " "
Two " " " .....	450 " "
Thirty-eight Assistants, (female,).....	400 " "
Thirty-one " " .....	375 " "
Thirty-one " " .....	350 " "
Forty-six " " .....	300 " "
Nine " " .....	250 " "



**R U L E S**  
**OF THE**  
**BOARD OF EDUCATION,**  
**OF THE**  
**CITY OF CHICAGO;**

**ADOPTED FEBRUARY 19, 1883.**



## BOARD OF EDUCATION.

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The following special provisions respecting the organization of the Board of Education, are contained in the City Charter, approved February 13th, 1863 :

The Board of Education shall consist of fifteen School Inspectors, to be elected by the Common Council, on or before the first Monday of June next. The said Board shall be divided into three classes, of five members each ; those of the first class shall vacate their seats at the expiration of the first year ; those of the second class at the expiration of the second, and those of the third class at the expiration of the third year ; and the Common Council shall annually, on or before the first Monday of June, elect five Inspectors to succeed those whose term of office expires. The Inspectors so elected shall hold their offices for three years from the said first Monday of June.

The following extracts are copied from the Ordinances of the City in relation to Schools :

There shall be established in this city at least one common school in each school district now or hereafter to be created, and free instruction shall be given in said schools to all the children residing within the limits of the city who are over the age of five years, and who may be sent to, or attend such school.

It shall be the duty of the Inspectors to establish all such by-laws, rules and regulations, for their own government, and for the establishment and maintenance of a proper and uniform system of

discipline in the several schools, as may, in their opinion, be necessary.

There shall be a department in the High School expressly for the qualification of female teachers, which shall be styled the "Normal" or "Teachers' Department." Graduates of this department shall have preference, other things being equal, in the appointment of teachers for the District Schools.

The Board of Education shall have power to make such rules, in regard to the admission of pupils into the High School, as, in their judgment, shall be deemed wise and expedient.

The Board of Education shall have power to make such rules, in relation to the boundaries of the Districts from which pupils shall be received into the several Public Schools, as, in their judgment, shall be deemed wise and expedient.

## RULES OF THE BOARD OF EDUCATION.

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§ 1. The members of the Board of Education shall meet and organize each year, on the first Tuesday of June.

§ 2. At the first meeting after the organization of the Board in each year, the President shall appoint, subject to the approval of the Board, the following standing committees, viz:

1. A Committee on school Buildings and Grounds, consisting of three members.

2. A Committee on Text Books and Course of Instruction, consisting of three members.

3. A Committee on Rules and Regulations, consisting of three members.

4. A Committee on Apparatus and Furniture, consisting of three members.

5. A Committee on Examination of Teachers, consisting of three members and the Superintendent.

6. A Committee on the Appointment of Teachers, consisting of the President of the Board, the Chairman of the Committee on the Examination of Teachers, and one other member.

7. A Committee on Janitors and Supplies, consisting of the Chairman of the Committee on Buildings and Grounds, the Chairman of the Auditing Committee, and one other member.

8. A Committee on Medals and Rewards, consisting of three members.

9. An Auditing Committee, consisting of three members.

10. A Committee on the High School, consisting of three members.

11. A Committee of one for each of the District Schools.

§ 3. The Board shall hold its regular meetings on Tuesday following the last Friday of each month, at half-past two

o'clock P. M., unless otherwise ordered by the Board. Special meetings may be called at any time, by the President, or at the written request of any three members, left with the Secretary.

§ 4. A majority of the Board shall be requisite to constitute a quorum for the transaction of business.

§ 5. All questions relating to the conduct of teachers, their qualifications, etc., shall be considered with closed doors.

#### POWERS AND DUTIES OF THE PRESIDENT.

§ 6. The President shall take the chair at the time appointed for the meeting of the Board, and shall call the members to order; and, on the appearance of a quorum, he shall cause the minutes of the last meeting of the Board to be read, and shall proceed to business in the following order:

1st. Reports of Committees, to be called in order, except Committees on the District Schools.

2d. Petitions and Communications.

3d. Reports and suggestions from the Superintendent.

4th. Miscellaneous and unfinished business.

5th. Reports from the Committees on the District Schools.

§ 7. The President shall preserve order and decorum in the meetings, and shall decide all questions of order, subject to appeal to the Board.

§ 8. The President shall rise to address the Board, but may put a question to read sitting. He shall declare all votes; but in case of doubt shall, on request of any member, require members to rise, and stand until they are counted, and he shall then declare the result. The vote on any question shall be taken by *yays* and *nays*, when any member shall call for them.

§ 9. When the President wishes to address the Board at length, on any subject or question pending before it, he shall request some member to take the chair temporarily, but he



may state facts, and give his opinion on questions of order, without leaving the chair.

§ 10. A motion to adjourn shall always be in order, except when a member has the floor, or when a question has been put and not decided.

#### RIGHTS AND DUTIES OF MEMBERS.

§ 11. When any member is about to speak in debate, or to present any matter to the Board, he shall rise in his place, and respectfully address the President, and shall confine himself to the question under debate, and avoid personalities.

§ 12. No member while speaking, shall be interrupted by another, except to call to order, or to correct a mistake.

§ 13. No member shall speak more than five minutes at any one time, on any motion or order under discussion, nor more than twice on the same question, without leave first obtained of the Board, nor more than once until all other members choosing to speak, shall have spoken.

§ 14. All resolutions offered by members of the Board, shall be submitted in writing.

§ 15. Every member who shall be present when a question is put, shall give his vote, unless the Board for special reasons excuse him.

Any questions of order arising, not provided for in these rules, shall be decided according to well-established parliamentary rules for the government of deliberate bodies.

#### DUTIES OF STANDING COMMITTEES.

§ 16. It shall be the duty of the Committee on School Buildings and Grounds, to exercise a general supervision over the warming and ventilation of the several school houses; to recommend any alterations in the school houses, and any improvement in the school grounds that may be found necessary.

§ 17. It shall be the duty of the Committee on Text Books and Course of Instruction, from time to time, to recommend to the Board such improvements in the Course of Instruction, and such changes in the books used in the schools, as may be deemed expedient. Whenever a recommendation is made to adopt any new text book in the schools, it shall lie on the table one month, before the final action of the Board thereon.

§ 18. It shall be the duty of the Committee on Rules and Regulations, from time to time, and especially at the season for publishing the Annual Report, to prepare such revisions and modifications of the Rules and Regulations as they may deem expedient, and submit them to the Board.

§ 19. It shall be the duty of the Committee on Apparatus and Furniture, from time to time, to recommend the purchase of such apparatus as may be found necessary; and the purchase, change, or alteration of school furniture, as they may deem expedient.

§ 20. It shall be the duty of the Committee on Examination of Teachers, from time to time, to examine all candidates who may apply for situations in the Public Schools. Candidates shall be examined in the absence of all spectators, except members of the Board of Education and the Superintendent.

§ 21. It shall be the duty of the Committee on the Appointment of Teachers, to make such appointments and transfers of female teachers as the wants of the several schools may require; but all appointments made by the Committee shall be temporary, and at each regular meeting of the Board it shall be the duty of said Committee to present a list of all appointments made by them since their last report, which list of appointments shall be recorded, and at the succeeding regular meeting the same shall be taken up as a part of the regular business of the Board, and acted on by the confirmation or rejection of such appointments; *Provided*, that the Board may postpone the action on such appointments from one meeting to another.

§ 22. It shall be the duty of the Committee on Medals and Rewards, to see that a sufficient number of medals bearing a proper inscription, and diplomas with the requisite engravings, are procured and in the possession of the Superintendent, at least two weeks before the close of the summer term of the schools.

§ 23. It shall be the duty of the Auditing Committee to examine all bills charged to the school tax fund, and express their approval or dissent, as the case may require. All bills approved by the Auditing Committee, shall be regarded as approved by the Board.

All orders drawn on the School Fund, and on the Moseley, Jones and Foster Medal Funds, when approved by the President and Secretary, shall be regarded as approved by the Board.

§ 24. The Committee on the High School shall perform the same duties that are prescribed for the several committees of the District Schools. It shall be the duty of the Principal of the High School to prepare a suitable list of questions for each examination of candidates for admission to the High School, and submit them to the Superintendent, who shall make such revisions and modifications as he may deem best; and some member of the Committee on the High School shall be present during the examination.

§ 25. It shall be the duty of the Committee on Janitors and Supplies, to make all necessary arrangements for the care of the school buildings and premises, and to exercise a general supervision of the various supplies of fuel, mats, clocks, crayons, etc.

§ 26. It shall be the duty of the several District Committees to visit the schools under their charge at least once in four weeks, and to make a short report, from time to time, of the condition of said schools, including a particular statement of the condition of the buildings and grounds. And it shall further be the duty of the several district committees to be present at the close of the summer terms of said schools, and

to award the medals, scholarships and diplomas to those pupils whose attendance, scholarship and general deportment entitle them to the same, which shall be determined by the class books, and by special examination of the classes.

#### ELECTION OF TEACHERS AND THEIR SALARIES.

§ 27. The school year, for the purposes contemplated in these rules, shall commence on the first Monday in September, and end on the second Friday in July.

§ 28. The engagements of the Board of Education with all the teachers of the Public Schools, shall terminate at the close of the summer term of each year; and at the last regular meeting before the close of the summer term, the Board shall elect the teachers and fix their salaries.

§ 29. *Salaries.*—The salaries of the teachers in the Public Schools are established as follows:

To the Assistants in the Primary and Grammer departments, during the first fourteen weeks, at the rate of \$250 per annum.

For the first year afterwards, \$300 per annum.

"	2d	"	"	350.	"
"	3d	"	"	375.	"
"	4th, and subsequently,			400.	"

Experienced teachers may, at the discretion of the Committee on the Appointment of Teachers, commence at \$300 per annum, changing to \$350 at the expiration of one year and fourteen weeks.

But no teacher that has left the schools for a period of five school months or more, shall be entitled to any advance of salary above the lowest rates, in consideration of services rendered previous to such absence.

The Head Assistants, at the rate of \$400 per annum the first year, and \$450 after one year.

To the Assistant Principals at the head of the Primary Departments of the Dearborn, Jones, Scammon, Kinzie,

Franklin, and Washington Schools, at the rate of \$450 per annum the first year, and \$500 after one year.

To the Principals in the Moseley, Brown, Foster, Ogden, Newberry, and Skinner Schools, and others of a similar character, if there shall be any, \$1,000 per annum.

The salaries of the Head Teachers in rooms containing more than one Division of pupils, shall be fixed by the Committee on the Appointment of Teachers; *provided*, that no Head Teacher shall receive more than twenty-five dollars a year above the salary to which she would be entitled in the place of a regular assistant; and *provided* further, that such increase of salary shall receive the approval of the Board.

§ 30. No person either male or female shall be appointed as teacher, in any of the public schools, under the age of eighteen years.

§ 31. The checks of the teachers' bills shall be delivered on Saturday after the close of each school month, provided the School Agent has funds in his hands to meet them. The salary paid shall, in all cases, be for the time of actual service, each week being taken as a fractional part of the whole number of school weeks in the year, and each year commencing at the opening of the fall term.

§ 32. Whenever any teacher shall be temporarily absent from school, it shall be the duty of said teacher to send notice forthwith to the office of the Board of Education, with a statement of the reason and probable time of such absence; and if such teacher shall be unable to return to school at the time indicated in such notice, then said teacher shall before that time send such seasonable notice or notices of that fact, as the case may require, so long as the absence may continue. All teachers when absent from school, shall forfeit one half of their salary during the continuance of such absence for the period of two weeks, and the pay of the substitutes shall be at the same rate as the forfeiture of teachers whose places they supply. No compensation shall be allowed to any teacher after an absence of two weeks.

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**SUPERINTENDENT AND HIS DUTIES.**

§ 33. The Superintendent of Public Schools shall act under the advice and direction of the Board of Education, and shall have the superintendence of all the Public Schools, school houses, books and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours, other than school hours, at a place to be provided for that purpose; which shall be the general depository of the books and papers belonging to the Board of Education, and at which the Board shall hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of Public Schools, to the end that all the children in this city, who are instructed at the Public Schools, may obtain the best education which these schools are able to impart.

§ 34. He shall visit all the schools as often as his duties will permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In passing daily from school to school, he shall endeavor to transfer improvements and remedy defects.

§ 35. He shall have authority to dismiss the Primary Schools in each division of the city, at such time as he may deem advisable, for the purpose of meeting the teachers and conferring with them in respect to the best methods of discipline and instruction. He shall also have authority to call together, at these meetings, such classes of the schools as he may wish to employ in illustrating the principles presented.

§ 36. He shall attend all meetings of the Board of Education, and act as Secretary thereof. He shall keep the Board of Education constantly informed of the condition of the Public Schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education. A general report of the condition of the Public



Schools shall be prepared by him at the close of each school year, for publication. He shall, moreover, report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline and management of the Public Schools as he may deem expedient, and the same may be adopted by the Board; and shall also perform such other duties as the Board of Education shall, from time to time, direct.

§ 37. The Superintendent is authorized to grant permits to pupils resident in one district to attend school in another, when there are good reasons for the change.

§ 38. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the Public Schools, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties.

§ 39. The orders of the Board of Education for labor and supplies shall be given by the Superintendent, under the general direction of the President of the Board, and the several Standing Committees—each Committee attending to the supervision of its own department.

§ 40. It shall be the duty of the Superintendent to preserve, at the office of the Board, a complete list of the books in the school libraries, and of all the apparatus, reference books, clocks, thermometers, chairs, bells, settees, mats, keys, etc., belonging to the several Public Schools; and during the month of December in each year, he shall cause a careful comparison to be made of this list with the articles belonging to the schools, and report the result to the Board. Whenever articles previously belonging to any school have been broken or lost, or have in any way disappeared or become useless, it shall be the duty of the Principal to send to the office of the Board a written explanation of the circumstances connected with such disappearance or loss.

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**GENERAL REGULATIONS OF THE PUBLIC SCHOOLS.**

§ 41. *Teachers to acquaint themselves with the Regulations.*—All the Teachers of the Public Schools are expected to make themselves familiar with the provisions of these regulations, and to co-operate with the Board at all times in taking such measures as may be necessary to secure their observance. A faithful compliance with all the rules relating to teachers, shall be one of the conditions on which the teachers retain their connection with the Public Schools. It shall be the duty of every teacher to have a copy of the regulations at all times in possession at his or her school room.

§ 42. *Teachers to be at School rooms Early.*—All the teachers of the Public Schools are required to be at their respective *school rooms*, both morning and afternoon, ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st. The school room shall be opened at this time for the reception of pupils.

The Principal of each School shall cause the large bell to be rung, both forenoon and afternoon, precisely ten minutes before the time for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st.

Teachers who are not present at their respective *school rooms* ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st, shall report themselves as tardy. The Masters of the several schools are expected to give such attention to the time records of all the teachers as may be necessary to secure accuracy and uniformity.

In cold or stormy weather, the Principals shall also make such arrangements that one or more rooms or halls will be open to receive pupils half an hour before school. In cold weather, these rooms or halls shall be made comfortably warm, and one



or more of the teachers shall be present and exercise a general care over the pupils.

§ 43. *Uniform Standard of Time.*—It shall be the duty of each Principal to regulate all the clocks belonging to his school by the city time every morning; and all the teachers shall conform to this standard in making their record of attendance both for themselves and their pupils.

§ 44. *Opening and Closing School.*—The Principals shall punctually observe the hours appointed for opening and dismissing the schools; and during the time from the opening of the school rooms to the departure of the children from the school premises, the teachers shall faithfully devote themselves to the duties of their office.

§ 45. *Opening Exercises.*—The morning exercises of each department of the several schools shall commence with reading the Scriptures, without note or comment, and that exercise may be followed by repeating the Lord's Prayer, and by appropriate singing.

§ 46. *Discipline.*—The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment when good order can be preserved by milder measures. It is strictly enjoined upon every teacher in the schools to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more difficult cases that may occur, to apply to the Superintendent for advice and direction.

The Masters may require the other teachers to preserve a full and accurate record of all cases of corporal punishment whenever they deem such measure adapted to promote the interests of their respective schools.

§ 47. *Suspension of Pupils in Special Cases.*—For violent or pointed opposition to authority, in any particular instance, a Master may suspend a pupil from school for the time being; thereupon he shall immediately inform the parent or guardian

§ 17. It shall be the duty of the Committee on Text Books and Course of Instruction, from time to time, to recommend to the Board such improvements in the Course of Instruction, and such changes in the books used in the schools, as may be deemed expedient. Whenever a recommendation is made to adopt any new text book in the schools, it shall lie on the table one month, before the final action of the Board thereon.

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Schools shall be prepared by him at the close of each school year, for publication. He shall, moreover, report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline and management of the Public Schools as he may deem expedient, and the same may be adopted by the Board; and shall also perform such other duties as the Board of Education shall, from time to time, direct.

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§ 42. *Teachers to be at School rooms Early.*—All the teachers of the Public Schools are required to be at their respective *school rooms*, both morning and afternoon, ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st. The school room shall be opened at this time for the reception of pupils.

The Principal of each School shall cause the large bell to be rung, both forenoon and afternoon, precisely ten minutes before the time for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st.

Teachers who are not present at their respective *school rooms* ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st, shall report themselves as tardy. The Masters of the several schools are expected to give such attention to the time records of all the teachers as may be necessary to secure accuracy and uniformity.

In cold or stormy weather, the Principals shall also make such arrangements that one or more rooms or halls will be open to receive pupils half an hour before school. In cold weather, these rooms or halls shall be made comfortably warm, and one



or more of the teachers shall be present and exercise a general care over the pupils.

§ 43. *Uniform Standard of Time.*—It shall be the duty of each Principal to regulate all the clocks belonging to his school by the city time every morning; and all the teachers shall conform to this standard in making their record of attendance both for themselves and their pupils.

§ 44. *Opening and Closing School.*—The Principals shall punctually observe the hours appointed for opening and dismissing the schools; and during the time from the opening of the school rooms to the departure of the children from the school premises, the teachers shall faithfully devote themselves to the duties of their office.

§ 45. *Opening Exercises.*—The morning exercises of each department of the several schools shall commence with reading the Scriptures, without note or comment, and that exercise may be followed by repeating the Lord's Prayer, and by appropriate singing.

§ 46. *Discipline.*—The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment when good order can be preserved by milder measures. It is strictly enjoined upon every teacher in the schools to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more difficult cases that may occur, to apply to the Superintendent for advice and direction.

The Masters may require the other teachers to preserve a full and accurate record of all cases of corporal punishment whenever they deem such measure adapted to promote the interests of their respective schools.

§ 47. *Suspension of Pupils in Special Cases.*—For violent or pointed opposition to authority, in any particular instance, a Master may suspend a pupil from school for the time being; thereupon he shall immediately inform the parent or guardian

of the measure, and apply to the Superintendent for advice and direction.

§ 48. *Suspension of Pupils by the Superintendent.*—Whenever the Principal of any school shall report to the Superintendent the name of a pupil whose conduct is considered such, in school or out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if in his opinion the pupil has been duly admonished, and reformation appears to be hopeless, he shall suspend such pupil from school temporarily. Any pupil thus suspended may be restored to school by the Superintendent at his discretion; but no pupil shall be finally expelled from school without the approval of the Board.

§ 49. *Responsibility of Teachers.*—The Masters shall be held responsible for the general management and discipline of the schools; and the other teachers shall follow their directions and co-operate with them, not only during the school hours, but during the time when the pupils are on the school premises before and after school, and during the recesses. Each assistant shall be held responsible for the order and discipline of her own room, under the general direction of the Master.

§ 50. *Head Assistants.*—The Head Assistant of a school shall have charge of such classes in the Master's division as he may designate; she shall also have charge of the records of the school, under the general supervision of the Principal, and shall discharge such other duties as he may assign.

§ 51. *Teachers' Meetings.*—The teachers of the High School shall meet once a week, at such times as the Principal may appoint, for consultation in regard to the interests of the school.

On the third Friday afternoon of each school month, the District Schools shall be closed one hour before the usual time, and all the teachers of each school shall meet during this hour, under the direction of the Principal, and occupy the time in discussing methods of discipline, discussing and illustrating methods

of instruction, and conferring together respecting the general interests of the school. The Principal shall cause a full and accurate journal to be kept of the doings of each meeting, including the subjects introduced, the form in which they are presented, the time devoted to each, and the names of the teachers taking a part in each exercise. He shall also send a copy of this journal to the office of the Board, on or before the Monday following each meeting. In keeping the time record of the teachers, this hour shall be regarded the same as the last school hour of any other day, and all cases of absence from the meetings, or leaving before the close of the hour, shall be reported accordingly.

§ 52. *Order in the Stairways, Halls and Yards.*—The Principals of the several schools shall establish special rules for securing good order in the stairways, halls, and school yards.

§ 53. *Care of School Premises.*—The Masters of the several schools shall prescribe such rules for the use of the yards, basements and out buildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The Masters shall be held responsible for any want of neatness or cleanliness about their school premises; and they shall have the special oversight and direction of the Janitors.

§ 54. *Closing School Premises.*—It shall be the duty of the Master of each school to cause the doors of the wood-shed, out-houses, gates, and the outside doors of his school house to be locked, and all windows of the same to be shut and fastened every day, after the close of his school.

§ 55. *Care of Houses.*—The contracts with Janitors shall all be made by the Superintendent, under the direction of the Committee on Janitors and Supplies. During the spring or summer vacations, and at such other times as may be necessary to insure cleanliness, the Principals of the several schools shall superintend the washing of the floors, seats, desks, stairs,

doors, wainscoting, etc., of their school houses, and the removing of dust from the ceiling and walls of the rooms. It shall be the duty of the Master of each school to see that said work is properly done.

All bills for expenditures for cleaning school buildings, and for work done by Janitors shall set forth specifically the items of work, or material for which such expenditure shall have been made, and each bill shall be made out in the name of the Janitor or other persons employed to do the work.

§ 56. *Care in Respect to Fires.*—During the cold season, it is expected that the Masters will superintend the making of fires so far as may be necessary to insure their being made at the proper time, and in a proper manner. They shall give special attention to the practice of economy in the use of fuel, and take measures to prevent the Janitors from wasting coal with the ashes which they remove from the stoves and furnaces. They shall also use every precaution to save the buildings from exposure to fire.

§ 57. *Recess.*—The teachers of the Grammar Divisions of the several schools shall allow a recess for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated; and the teachers of the Primary Divisions shall allow a recess not exceeding twenty minutes from the time the pupils leave their seats till they are again seated. Whenever pupils are detained in the school room at recess, they shall be allowed to pass out after the recess is closed. All pupils in health shall be required to pass out of the school rooms at recess, but shall never be required to *remain* out when it would occasion an exposure of health.

§ 58. *Ventilation and Temperature.*—It shall be the duty of the teachers to give vigilant attention to the ventilation and temperature of their school rooms. A regular system of ventilation shall be practiced in winter as well as in summer, by which the air in all the school rooms shall be effectually changed at each recess, and at such other times as may be

necessary to prevent the breathing of impure air. In the buildings heated by hot air furnaces, or by stoves enclosed in cylindrical screens, the lower ventilators should generally be kept open and the upper ones closed, but in buildings heated by steam, it is generally better to open both the upper and lower ventilators. The windows must not be opened during the cold season, when the proper ventilation can be secured by the use of the ventiducts. Whenever windows are opened for the purpose of ventilation, it shall be by lowering them from the top, except during the warmest days of summer, and children shall in no case be allowed to sit in a draught of cold air. The Principals shall give special attention to the ventilation of all the rooms, and give such aid and direction to the assistants as may be necessary to secure a faithful observance of the foregoing rule.

During the season for fires, the teachers shall endeavor to keep the temperature of their rooms from 65° to 68° Fahrenheit. If in any case the temperature is found to rise above 70°, it should be reduced immediately; and in case it is found to be below 60°, measure should be taken immediately to raise it.

§ 59. *School Records.*—The Principal and Assistants of each school shall keep such records as will show the attendance, scholarship, and deportment of the pupils, embracing the date of each admission and discharge; the age, nativity, and residence of each pupil; name of parent or guardian; whole number of different scholars enrolled, average number belonging, average daily attendance, and number of tardinesses. The teachers shall also preserve a permanent record of the time when they enter and leave school, and the amount of time lost during school hours.

§ 60. *Record Books sent to the Office of Board.*—At the close of each school year, in July, all the class books, general records, registers, time books, Moseley account books, and records of visitors, shall be sent by the Principals to the office

of the Board of Education for inspection; and they shall be returned to the Principals at the opening of the fall term in September.

All the class books and other record books, when filled up, are to be returned to the office of the Board of Education.

§ 61. *Blanks for Schools.*—All school registers, class books, monthly reports of pupils, and blanks for monthly returns, shall be after uniform patterns, to be determined by the Superintendent of Public Schools, to whom all teachers shall apply whenever such books or forms are needed.

§ 62. *Manner of keeping Registers and Class Books.*—Teachers shall keep their registers and class books neatly and accurately, and in accordance with the prescribed forms.

§ 63. *Examination of Class Books.*—The Principals of the schools shall examine all the Class Books of the other teachers as often as once a month, and give such direction and assistance as may be necessary to secure accuracy and uniformity.

§ 64. *Absences of Teachers to be Reported.*—It shall be the duty of the Principal of each school, to return to the office of the Board of Education, at least two days before the close of each school month, a list of the absences of each regular teacher connected with the school, and if the absences are not consecutive to give the dates of the absences, also the names of the substitutes who have filled vacancies during the month, their time, and the names of the teachers whose places they have filled.

§ 65. *Monthly Returns.*—The Principals shall make monthly returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the office of the Board before twelve o'clock on the Saturday following the last Friday of each month.

§ 66. *Examinations.*—There shall be an annual public examination of all the schools, to be held at such time and conducted in such manner as the Board may direct; and a

special examination of any of the schools may be held whenever the Board deem it expedient.

§ 67. *Absence from Examination.*—Any pupil who shall absent himself from any regular examination of the school which he attends, without rendering a satisfactory excuse to the Principal, shall be suspended from the school; and the Principal shall immediately report the case to the parent of the pupil, and also to the Superintendent for his action thereon.

§ 68. *Institutes.*—It shall be the duty of all the teachers of the Public Schools to meet on the first Saturday of each school month, at the High School building, for the purpose of holding an Institute for their own improvement in teaching, under the direction of the Board of Education. The exercises shall commence at 9 A. M., and close at 12 M., with a recess of twenty minutes. Before the close of each Institute, the Superintendent shall adopt such measures as he shall deem best to secure a full and accurate account of the attendance of the teachers. At the close of each term, the Superintendent shall report to the Board all cases of absence or tardiness, or leaving before the close of the Institute, that have occurred during the term.

§ 69. *Medals and Scholarships.*—No medal or scholarship shall be awarded to a pupil who has attended the public schools of the city less than two terms of the year immediately preceding, nor to any pupil who has received one before. In all the schools numbering less than one thousand pupils, the award shall be made as far as practicable to pupils in the first class of the Master's division; but in schools numbering one thousand pupils or over, the award shall be made to pupils selected from the whole of the Master's division.

In awarding medals and scholarships, the scholarship shall be awarded to the first or most meritorious scholar, and no scholar shall receive both a medal and scholarship.

§ 70. *Contributions and Presents.*—No teacher shall allow a subscription or contribution of any kind in any Public School; nor shall any teacher accept a present obtained by

donations or contributions of the pupils in any of the Public Schools.

§ 71. *Prizes.*—The teachers shall not award any medals or other prizes to the pupils under their charge, unless specially authorized by the Board.

§ 72. *Advertisements and Agents.*—No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed, in any of the Public Schools. Nor shall any agent or other person be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book, map, or article of apparatus, or announce, in any manner, any public entertainment. The teachers shall not permit any books, tracts, or other publications to be distributed in their schools.

§ 73. *Reading Regulations to Pupils.*—It shall be the duty of the Principals of the schools to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

§ 74. *Authorized Books and Studies.*—The books used, and the studies pursued, shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase for use in the schools, any book, pamphlet, or publication not contained in the list of books directed and authorized to be used in the schools.

§ 75. *Buildings, how used.*—The school buildings under the control of the Board of Education, shall not be used for any other purpose than the accommodation of the Public Schools, except by special vote of the Board.

§ 76. *Books from the Moseley, Jones and Newberry Funds.* All the books furnished by these Funds for the use of indigent children, shall be returned to the teachers at the close of each term. The Masters of the several schools shall render to the Board, at the end of each year, an account of all books furnished them from these Funds, for the use of indigent children. They shall record



in a book provided for this purpose, the name of each pupil to whom a book is loaned, the title of the book, date of delivering, and the date of returning; and this record shall at all times be open to the inspection of the Board. The account rendered to the Board shall embrace the whole number of each kind of books received from the Fund during the year; the number of each kind loaned to pupils, the number of each kind returned, and the number of each kind remaining in the hands of the teacher. All books furnished from these Funds, shall be delivered to the Masters of the several schools, or to their written order.

§ 77. *Age and Non-Residents.*—All children living within the limits of the city, who are not otherwise disqualified, and who are upwards of five years of age, shall be entitled to attend the Public Schools of the city; but no child whose residence is not in the city, or who has only a temporary residence in it for the purpose of attending the Public Schools, shall be received or retained in any school.

§ 78. *Pupils shall have Books.*—No pupil shall be allowed to retain connection with any Public School, unless furnished with books, slate, and other utensils required to be used in the class to which he belongs: *provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupil obtaining said books.

§ 79. *Cleanliness.*—Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school room.

§ 80. *Contagious Diseases.*—No pupil affected with any contagious disease, shall be allowed to remain in any of the Public Schools.

§ 81. *Vaccination.*—No pupil shall be received in any Public School, without furnishing evidence satisfactory to the Principal, that he or she has been vaccinated, or otherwise secured against the small pox.

§ 82. *Pupils shall not Leave School without Permission.*—No pupil shall leave the school room during school hours, or the yard at recess, without permission from a teacher.

§ 83. *Bad Habits and Bad Language.*—The pupils are strictly enjoined to avoid idleness and profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner, both in school and out.

§ 84. *Care of Pupils out of School Hours.*—It is particularly enjoined upon all the teachers, that they devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds. When the pupils are filing in and out, at the opening and closing of the school and at recesses, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs, and not rely on the aid of monitors, except in cases of special necessity.

The teachers shall take all practicable measures to prevent pupils from gathering on the school premises before the hour for opening school rooms, and they shall require the pupils to leave the school premises immediately after the close of school.

In special cases, when it would be injurious for pupils to go home at noon, on account of inclement weather or their great distance from school, and in all cases when a written or personal request is received from the parent, the pupils shall be allowed to remain, and some suitable provision shall be made in some of the school rooms for their protection and care, under the eye of a teacher.

As far as practicable, the teachers shall confer with parents, and endeavor to secure their co-operation in preventing pupils from coming to school before the proper hour, and from remaining at noon except in cases of urgent necessity.

§ 85. *Care of Pupils going to and from School.*—The

teachers are expected, as far as practicable, to exercise a general inspection over their pupils while going to and from school.

§ 86. *Penalty for damages to School Property.*—Any pupil who shall in any way cut or otherwise injure any part of any Public School House, or injure any fences, trees or out-buildings belonging to any of the Public School estates, or shall write any profane or obscene language, or make any obscene pictures or characters on any Public School premises, shall be liable to suspension, expulsion or other punishment, according to the nature of the offence. The Master of a school may suspend a pupil temporarily for such offence, and he shall thereon immediately notify the parent or guardian, and apply to the Superintendent for advice and direction.

It shall be the duty of all the teachers to see that no persons are allowed to step on any of the chairs, settees, or window casings of the schools, without first placing something on the seat or casing that will secure it against all danger of being defaced or injured.

Pupils shall not be allowed to remain in any of the rooms that are provided with cherry desks or other improved styles of furniture, except in the presence of a teacher, or of some reliable monitor who is made specially responsible for the care of the seats and desks.

All damage done to school property by any of the pupils, shall be repaired at the expense of the party committing the trespass.

§ 87. *Leaving School.*—Whenever a parent wishes to have his child leave school before its close, for the purpose of attending to music, dancing, writing, drawing, or Hebrew lessons, or any other branches of instruction, he shall apply to the Superintendent who may grant such permission, not exceeding two quarters of a day in each week, provided it will not interfere with the pupil's regular course of instruction in school.

§ 88. *Tardiness.*—The bell of each school shall be rung a short time before the hour for commencing school; and every pupil who is not in the school room when the hour arrives, shall be marked as tardy. Tardiness shall be considered a violation of the

school regulations, and shall subject delinquents to such penalty as the nature of the case may require.

If any pupil who is frequently tardy, or frequently dismissed before the close of school, shall, on being suitably admonished, fail to correct the evil, it shall be the duty of the teacher to report the case to the Superintendent, who may, at his discretion, suspend the pupil from school till he receives satisfactory assurance from the parent or guardian that the irregularity will be corrected.

§ 89. *Absence.*—Every scholar in the Grammar divisions who shall be absent six half days in four consecutive weeks, and every scholar in the Primary divisions who shall be absent eight half days in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness or by sickness in the family, shall forfeit his seat in the school; and the teacher shall forthwith notify the parent, and in special cases the Superintendent, that the pupil is suspended. No pupil thus suspended shall be restored to school till the parent or guardian has given satisfactory assurance that the pupil will be punctual in the future, and obtained permission from the Superintendent for him to return.

§ 90. *Parents to be Notified of Absences.*—Parents should, in all cases, be notified when the absences of their children have accumulated so that two additional half days' absence will require a suspension from school.

§ 91. *Written Excuses.*—Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal before the close of school.

The teachers are authorized to send immediately for such excuses, or to delay till the next session, or the next day, at their discretion; but no pupil shall be sent immediately for an excuse when the weather or other circumstances are such that it would occasion an exposure of health.

§ 92. *Monthly Report to Parents.*—The Principal of the

High School shall send a monthly report to the parent or guardian of each pupil, showing the averages of the pupil in attendance, scholarship and deportment; to be signed by the parent or guardian, and returned to the Principal.

In the District Schools the teachers shall send a similar monthly report to the parent or guardian of each pupil of the several Grammar divisions.

Whenever a pupil is excused from attending to any of the regular branches of the course, his Class Record and Monthly Report to parents, shall in all cases be plainly marked *Partial Course*.

§ 93. *School Hours*.—The morning sessions of the High School shall commence at nine o'clock and close at twelve, and the afternoon sessions shall commence at half past twelve, and close at half past two o'clock. The teachers shall remain at their school rooms during the intermission at noon.

The morning sessions of the District Schools shall commence at nine o'clock, and close at twelve, and the afternoon sessions shall commence at half past one. From the first Monday in the school month of November to the first Monday in the school month of March, the afternoon sessions shall close at four o'clock, and during the remainder of the year at half past four; *provided*, that nothing in this section shall be so construed as to prevent teachers from the judicious exercise of the right to detain a pupil for a reasonable time after the regular hour for dismissing school, either for purposes of discipline, or to make up neglected lessons.

§ 94. *Dismissing Primary Divisions*. — From the first Monday in the school month of March to the first Monday in the school month of November, every pupil under nine years of age belonging to the Card and Primer classes, shall be dismissed during the school hours of each day, not less than one hour and a quarter, nor more than one hour and three quarters; every pupil under nine years of age belonging to the First Reader classes, not less than one hour, nor more than one hour and a half. Pupils of the Second Reader classes may be retained through the sessions, or dismissed any time not exceeding half an hour.

of the Board of Education for inspection; and they shall be returned to the Principals at the opening of the fall term in September.

All the class books and other record books, when filled up, are to be returned to the office of the Board of Education.

§ 61. *Blanks for Schools.*—All school registers, class books, monthly reports of pupils, and blanks for monthly returns, shall be after uniform patterns, to be determined by the Superintendent of Public Schools, to whom all teachers shall apply whenever such books or forms are needed.

§ 62. *Manner of keeping Registers and Class Books.*—Teachers shall keep their registers and class books neatly and accurately, and in accordance with the prescribed forms.

§ 63. *Examination of Class Books.*—The Principals of the schools shall examine all the Class Books of the other teachers as often as once a month, and give such direction and assistance as may be necessary to secure accuracy and uniformity.

§ 64. *Absences of Teachers to be Reported.*—It shall be the duty of the Principal of each school, to return to the office of the Board of Education, at least two days before the close of each school month, a list of the absences of each regular teacher connected with the school, and if the absences are not consecutive to give the dates of the absences, also the names of the substitutes who have filled vacancies during the month, their time, and the names of the teachers whose places they have filled.

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§ 66. *Examinations.*—There shall be an annual public examination of all the schools, to be held at such time and conducted in such manner as the Board may direct; and a

special examination of any of the schools may be held whenever the Board deem it expedient.

§ 67. *Absence from Examination.*—Any pupil who shall absent himself from any regular examination of the school which he attends, without rendering a satisfactory excuse to the Principal, shall be suspended from the school; and the Principal shall immediately report the case to the parent of the pupil, and also to the Superintendent for his action thereon.

§ 68. *Institutes.*—It shall be the duty of all the teachers of the Public Schools to meet on the first Saturday of each school month, at the High School building, for the purpose of holding an Institute for their own improvement in teaching, under the direction of the Board of Education. The exercises shall commence at 9 A. M., and close at 12 M., with a recess of twenty minutes. Before the close of each Institute, the Superintendent shall adopt such measures as he shall deem best to secure a full and accurate account of the attendance of the teachers. At the close of each term, the Superintendent shall report to the Board all cases of absence or tardiness, or leaving before the close of the Institute, that have occurred during the term.

§ 69. *Medals and Scholarships.*—No medal or scholarship shall be awarded to a pupil who has attended the public schools of the city less than two terms of the year immediately preceding, nor to any pupil who has received one before. In all the schools numbering less than one thousand pupils, the award shall be made as far as practicable to pupils in the first class of the Master's division; but in schools numbering one thousand pupils or over, the award shall be made to pupils selected from the whole of the Master's division.

In awarding medals and scholarships, the scholarship shall be awarded to the first or most meritorious scholar, and no scholar shall receive both a medal and scholarship.

§ 70. *Contributions and Presents.*—No teacher shall allow a subscription or contribution of any kind in any Public School; nor shall any teacher accept a present obtained by

donations or contributions of the pupils in any of the Public Schools.

§ 71. *Prizes.*—The teachers shall not award any medals or other prizes to the pupils under their charge, unless specially authorized by the Board.

§ 72. *Advertisements and Agents.*—No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed, in any of the Public Schools. Nor shall any agent or other person be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book, map, or article of apparatus, or announce, in any manner, any public entertainment. The teachers shall not permit any books, tracts, or other publications to be distributed in their schools.

§ 73. *Reading Regulations to Pupils.*—It shall be the duty of the Principals of the schools to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

§ 74. *Authorized Books and Studies.*—The books used, and the studies pursued, shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase for use in the schools, any book, pamphlet, or publication not contained in the list of books directed and authorized to be used in the schools.

§ 75. *Buildings, how used.*—The school buildings under the control of the Board of Education, shall not be used for any other purpose than the accommodation of the Public Schools, except by special vote of the Board.

§ 76. *Books from the Moseley, Jones and Newberry Funds.* All the books furnished by these Funds for the use of indigent children, shall be returned to the teachers at the close of each term. The Masters of the several schools shall render to the Board, at the end of each year, an account of all books furnished them from these Funds, for the use of indigent children. They shall record



in a book provided for this purpose, the name of each pupil to whom a book is loaned, the title of the book, date of delivering, and the date of returning; and this record shall at all times be open to the inspection of the Board. The account rendered to the Board shall embrace the whole number of each kind of books received from the Fund during the year; the number of each kind loaned to pupils, the number of each kind returned, and the number of each kind remaining in the hands of the teacher. All books furnished from these Funds, shall be delivered to the Masters of the several schools, or to their written order.

§ 77. *Age and Non-Residents.*—All children living within the limits of the city, who are not otherwise disqualified, and who are upwards of five years of age, shall be entitled to attend the Public Schools of the city; but no child whose residence is not in the city, or who has only a temporary residence in it for the purpose of attending the Public Schools, shall be received or retained in any school.

§ 78. *Pupils shall have Books.*—No pupil shall be allowed to retain connection with any Public School, unless furnished with books, slate, and other utensils required to be used in the class to which he belongs: *provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupil obtaining said books.

§ 79. *Cleanliness.*—Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school room.

§ 80. *Contagious Diseases.*—No pupil affected with any contagious disease, shall be allowed to remain in any of the Public Schools.

§ 81. *Vaccination.*—No pupil shall be received in any Public School, without furnishing evidence satisfactory to the Principal, that he or she has been vaccinated, or otherwise secured against the small pox.

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the Committee on the Examination of Teachers. They shall also sign a statement, that it is their intention to pursue the business of teaching in the public schools of Chicago, and that their object in obtaining admission to this department is to become qualified for that purpose.

Pupils may be admitted to a full or partial course, as may be desired. They may enter at the opening of any term; and in special cases, after the commencement of a term, at the discretion of the Committee on the Examination of Teachers.

No candidate that is examined for admission to the Classical or General department of the High School and rejected, shall be admitted to the Normal Department during the term next succeeding such examination.

The Committee on the Appointment of Teachers shall have authority to select pupils at any time from the Normal Department to take the place of teachers temporarily absent from the schools.

The Committee on the Examination of Teachers shall have authority to remove from the Normal Department, any pupils who do not give promise of success as teachers in the public schools.

§ 109. *Term of Attendance upon the High School.*—The term of attendance upon the High School necessary for graduation shall be, in the Normal Department two years, and in the General and Classical Department, four years.

## HIGH SCHOOL LIBRARY.

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§ 1. The Library shall be open at the close of the afternoon session, every Thursday in term time.

§ 2. The Teacher of the High School may have access to the Library at any time, and may draw books from it in accordance with sections 4 and 5.

§ 3. Any pupil whose total average for any month shall equal or exceed 86, may draw books from the Library the ensuing month, and any whose average shall equal or exceed 94, may have access to the Library at such times as the Principal may designate.

§ 4. No folio, quarto or cyclopedia shall be taken from the Library, but may there be consulted.

§ 5. No one shall have more than one book from the Library at any time, and no book shall be retained more than two weeks.

§ 6. Any person injuring or losing any book belonging to the Library, shall make compensation for the same, and failing to do so shall be excluded from the Library.

§ 7. The Librarian shall keep an account of the name of all persons drawing books from the Library, the number and names of the books, and the date of drawing and returning.

§ 8. The Library shall be under the special care and supervision of the Principal, subject to the direction of the Board of Education.

**TEXT BOOKS USED IN THE HIGH SCHOOL.**

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**GENERAL DEPARTMENT.**

1. Preparatory Studies reviewed, using the text books authorized in the District Schools. 2. Warren's Physical Geography. 3. Weber's Universal History. 4. Ancient Geography, in connection with History. 5. Ray's Higher Arithmetic. 6. Ray's Algebra. 7. Davies's Legendre. 8. Gillespie's Surveying. 9. Hanaford & Payson's Elementary Book-keeping. 10. Gray's Botany. 11. Robinson's Elementary Astronomy. 12. Cutter's Physiology. 13. D. A. Wells's Natural Philosophy. 14. D. A. Wells's Chemistry. 15. Geology (Hitchcock's) and Mineralogy. 16. Quackenbos' Rhetoric. 17. Wayland's Political Economy. 18. Shurtliff's Governmental Instructor, and Constitution of the United States. 19. Wayland's Mental Philosophy. 20. Etymology. 21. Cleveland's English Literature. 22. Parker & Watson's Fifth Reader. 23. Vocal Music; using Bradbury's Musical Bouquet. 24. Woodbury's German Series. 25. Schiller's William Tell. 26. Schiller's Maria Stuart. 27. Fausquelle's French Course. 28. Chapsal's Literature Francaise.

**NORMAL DEPARTMENT.**

Nos. 1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21.

**CLASSICAL DEPARTMENT.**

Nos. 1, 2, 3, 4, 5, 6, 7, 12, 13, 20, 22, 23, 27.

Andrews's and Zumpt's Latin Grammars. Harkness's Arnold's First Latin Book. Andrews's Latin Reader. Arnold's Latin Prose Composition. Andrews's Cæsar. Johnson's Cicero. Bowen's Virgil. Andrews's Latin Lexicon. Anthon's Classical Dictionary. Crosby's Greek Grammar. Crosby's Greek Lessons. Arnold's Greek Prose Composition. Felton's Greek Reader. Boise's Xenophon's Anabasis. Owen's Homer's Iliad. Liddell and Scott's Greek Lexicon.

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## TEXT BOOKS USED IN THE DISTRICT SCHOOLS.

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Parker & Watson's Fifth Reader. Sanders's First Reader. Sanders's Second Reader. Sanders's Third Reader. Sanders's Fourth Reader. Parker & Watson's Elementary Speller. Sanders's Pictorial Primer. Edward's Outlines of English History. Charles A. Goodrich's History of the United States. Warren's Primary Geography. Warren's Common School Geography. Robinson's Practical Progressive Arithmetic. Colburn's Intellectual Arithmetic. Emerson's First Part. Payson, Dunton and Scribner's Writing Books. Webb's Charts. Philbrick's Primary School Tablets. Webster's Primary Dictionary. Silver Lute.

*Dictionaries.*—Webster's and Worcester's Quarto Dictionary shall be used as authority in Definition, and Webster's Dictionaries as authority in Orthography and Pronunciation; but the orthography of any scholar, in exercises of composition, shall not be deemed incorrect if in accordance with either Webster or Worcester.

*Music.*—Two music lessons shall be given to the High School, and one to each Department of the Primary and Grammar Departments, every week that the schools are in session. The lessons in the High School shall continue forty-five minutes; in the Grammar Departments, forty minutes; and in the Primary Departments, thirty minutes.

*No Other Studies Permitted.*—Teachers shall not, in any

case, introduce studies into their schools, that are not embraced in the foregoing list, except by permission of the Board.

*Library Books.*—All books placed in any of the school libraries, must first receive the approval of the Board.

*Reference Library for Teachers.*—The *Reference Library for Teachers* shall be kept at the office of the Board, and the books may be consulted by the teachers at any time when the office is open, but no books shall be taken from the office.

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## BOUNDARIES OF DISTRICTS.

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*Dearborn School.*—That portion of the South Division situated north of Jackson street.

*Jones School.*—That portion of the South Division situated between Jackson on the North, and Peck Court and Polk street on the South.

*Scammon School.*—That portion of the West Division commencing on Fulton street at the river, thence following Fulton street to Green, Green street to Adams, Adams street to the river, and bounded on the East by the river.

*Kinzie School.*—That portion of the North Division bounded on the West by the river, on the South by the river to Dearborn street, thence following Dearborn street to Ohio, Ohio street to Clark, Clark street to Huron, Huron street to Wells, Wells street to Chicago avenue, and Chicago avenue to the river.

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*Franklin School.*—That portion of the North Division bounded on the West by the river from Division street to Chicago avenue, thence following Chicago avenue to Wells street, Wells street to Oak, Oak street to Clark, Clark street to Elm, Elm street to the Lake, following the Lake to Schiller street, Schiller street to Larrabee, Larrabee street to Rees, Rees street to Halsted, Halsted street to Division, and Division street to the river.

*Washington School.*—That portion of the West Division beginning on Fulton street at the river, thence following Fulton street to Ann, Ann street to Fourth, Fourth street to Noble, Noble street to Chicago avenue, Chicago avenue to Milwaukee avenue, Milwaukee avenue to Elston street, Elston street to the river, and the river to place of beginning.

*Moseley School.*—That portion of the South Division situated South of Sixteenth street.

*Brown School.*—That portion of the West Division bounded on the West by the City Limits from Taylor street to Chicago avenue, thence following Chicago avenue to Roby street, Roby street to Fourth, Fourth street to Rucker, Rucker and Ann streets to Fulton, Fulton street to May, May street to Randolph, Randolph street to Ann, Ann street to Madison, Madison street to Loomis, Loomis street to Taylor, and Taylor street to the City Limits.

*Foster School.*—That portion of the West Division bounded on the East and South by the river, on the West by the City Limits from the river to Taylor street, thence following Taylor street to Blue Island avenue, Blue Island avenue to Polk street, and Polk street to the river.

*Ogden School.*—That portion of the Division bounded on the East by the Lake, on the South by the river from the Lake to Dearborn street, thence following Dearborn street to Ohio, Ohio street to Clark, Clark street to Huron, Huron street to

Wells, Wells street to Oak, Oak street to Clark, Clark street to Elm, and Elm street to the Lake.

*Newberry School.*—That portion of the North Division bounded on the East by the lake from Schiller street to the City Limits, on the North by the City Limits, on the West by the river from the City Limits to Division street, thence following Division street to Halsted, Halsted street to Rees, Rees street to Larrabee, Larrabee street to Schiller, and Schiller street to the Lake.

*School No. 12.*—That portion of the West Division bounded on the East by the river from Elston street to the City Limits, on the North by the City Limits, on the West by the City Limits to the intersection of Chicago avenue, thence following Chicago avenue to Roby street, Roby street to Fourth, Fourth street to Noble, Noble street to Chicago avenue, Chicago avenue to Milwaukee avenue, Milwaukee avenue to Elston street, and Elston street to the river.

*Skinner School.*—That portion of the West Division bounded on the East by the river from Polk street to Adams, thence following Adams street to Green, Green street to Fulton, Fulton street to May, May street to Randolph, Randolph street to Ann, Ann street to Madison, Madison street to Loomis, Loomis street to Taylor, Taylor street to Blue Island avenue, Blue Island avenue to Polk street, and Polk street to the river.

*Haven School.*—All that portion of the South Division situated between Peck court and Polk street on the North, and Sixteenth street on the South.





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